Testing Outcomes in Core French: The Development of Communicative Instruments for Curriculum Evaluation and Research

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ABSTRACT

For large-scale projects, please provide in the space below an abstract of not more than 300 words, single-spaced, written in a language that may be understood by the informed layperson. For small-scale projects, an abstract per se may not be appropriate, and the report itself may be started below.

The purpose of this project was to construct and pilot tests for use in evaluating core French programs at grades 8 and 12. Four tests have been developed for each level: (a) a listening comprehension test, (b) an oral production test, (c) a reading test, and (d) a writing test.

These tests are designed to reflect the principal stated aim of core French programs in Ontario and elsewhere in Canada, which is to develop communication skills in both receptive and expressive aspects of French. They are geared to the objectives for core French specified in provincial Ministry of Education guidelines across Canada, with particular reference to the new guideline for Ontario Academic Courses in core French. The tests are intended to have a positive 'washback' effect on classroom practice by emphasizing performance on communicative tasks of intrinsic interest to students and by incorporating scoring criteria that give credit for communicative success as well as for grammatical accuracy.

The test development project has been conducted in close association with the National Core French Study of the Canadian Association of Second Language Teachers, a major study currently underway to enhance the content and outcomes of core French programs across Canada. Through the nation-wide Schools Project network of the national study, the tests have been piloted in six provinces and the Northwest Territories, with approximately half of the testing being done in Ontario.

Test items have been scored based on procedures developed in the project, and, wherever appropriate, statistical reliabilities have been established. Taking into account feedback from questionnaires and the statistical analysis of the tests, some further fine-tuning of test items and norming of the tests on a sample of Ontario classes is planned. Funding is being sought to carry out this work prior to publication of the tests.

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1. DESCRIPTION OF ACTIVITIES

1.1 Introduction

In this project, two sets of second-language tests for use in the evaluation of core French programs at the grade 8 and grade 12 levels have been developed and piloted. Preliminary versions of four tests in French have been produced for each of the grade levels: (a) a listening comprehension test, (b) an oral production test, (c) a reading test, and (d) a writing test.

The tests are designed to reflect the principal stated aim of core French programs in Ontario and elsewhere in Canada, which is "to develop communication skills in both the receptive and expressive aspects of the (French) language" (Ontario, Ministry of Education 1980a). In particular, the tests have been developed with careful attention to the following:

(a) the graded objectives for core French programs as specified in provincial guidelines, with particular reference to the Ontario document French, Core Programs 1980 (Ontario, Ministry of Education 1980), as well as to documents recently produced by other provinces;

(b) the newly stated objectives and evaluation criteria for Ontario Academic Courses (OACs) in core French (Ontario, Ministry of Education 1986);

(c) the core French curriculum objectives and emphases outlined in syllabus documents of the National Core French Study (NCFS), a project undertaken under the auspices of the Canadian Association of Second Language Teachers with funding from the Secretary of State;

(d) current research and theory in language testing; and

(e) practical and economic considerations in test administration and scoring.

In relation to (d) above, it should be stressed that the tests are envisaged as one component in a more general framework for core French curriculum evaluation, which would also incorporate other, qualitative research techniques. The long-range purpose of the tests is not only to help assess the extent to which generally agreed-upon core French objectives are being satisfactorily met under different program conditions, but also to provide students with opportunities to demonstrate their receptive and expressive communication skills on personally meaningful tasks. The content of the tests and associated scoring criteria are thus intended to be such as to promote a positive 'washback' effect on classroom practice that is in keeping with core French program objectives.

The choice of grades 8 and 12 as the target populations for the tests was motivated by the following considerations. First, there is a general lack of suitable ready-made tests for evaluating core French programs at the intermediate and senior grade levels. Secondly, it is at grade 8 that children in anglophone schools across Canada are most likely to be obligatorily enrolled in French-as-a-second-language programs. Hence, it is at this grade level that the largest number of students stands to be affected by new developments in core French curriculum and evaluation. The choice of grade 12, in addition to grade 8, as a focus for the test development project was motivated by the fact that this represents the endpoint of the core French program in most provinces, and

that with the new Ontario focus on OAC's, there is clearly an urgent need for appropriate evaluation instruments at this level.

The project accords with 1987/88 OISE transfer grant funding priorities. In particular, it relates to priorities 3 iii: identifying an area of need in the teaching of FSL with respect to the evaluation of core French programs; 3 iv: development of assessment instruments to measure new advances in second language curriculum theory; 4 i: research related to the introduction of Ontario Academic Courses; and 4 iii: research and development of new models, methodologies, procedures and strategies of program evaluation.

1:2 Development of the Tests

As a first step in the development of the tests, a detailed analysis was carried out of core French program objectives in order to determine the appropriate linguistic domains to be tested in grades 8 and 12. For this purpose, the Ontario ministry documents cited above and those from other provinces were used, alongside draft syllabus documents produced by the four curriculum task forces of the NCFS (language, communicative activities, culture, and general language education).

A review of alternative testing techniques was then carried out with reference to the language testing literature, educational priorities for core French, and commercially available tests in a variety of languages. Decisions as to the kinds of tasks to be used in the tests were based on the need to resolve four sometimes conflicting principles in test design: validity, reliability, practicality, and washback.

Validity. The principle of validity is fundamental to testing of any kind, and concerns the question of whether a test measures what it is supposed to measure. Current ministry objectives for core French programs, as well as proficiency objectives of the language syllabus and communicative activities syllabus of the NCFS, are specified in terms of what students 'can do' in their second language rather than what they 'know about' the language. Such objectives pointed to the desirability of the tests reflecting real-life communicative situations wherever possible.

From another perspective, that of testing theory, the desirability of testing the students' performance on real-life kinds of language tasks was also indicated. For example, according to a definition of a 'performance test' recently put forward by Jones (1986:16): "Either the test stimulus, the desired response, or both, are intended to lend a high degree of realism to the test situation".

It was decided that the tests would be based on real-life situations involving students at school in the province of Quebec. This choice of theme for the tests had the merit of also taking into account ministry and NCFS cultural objectives for core French emphasizing familiarity with the way of life of francophones in Canada. While the tests that have been developed do not measure cultural objectives per se, they are culturally 'embedded' in a Quebec setting; hence familiarity with the life of teenagers in Quebec should be an asset in coping with some of the tasks assigned.

Another validity issue in connection with the development of the tests was whether there should be one or several tests at each grade level. In language testing theory and research, considerable debate has recently centred on whether second language

proficiency is a unitary or multifaceted phenomenon (see e.g. Allen et al. 1983, Bachman and Palmer 1982, Oller 1983). Conflicting results have emerged from empirical studies involving factor analysis. In some studies, context-reduced (typically reading and writing) tasks have fallen together on the same factor, and oral interpersonal skills have appeared separately. In other studies, a 'trait' structure of second language proficiency has been found to cut across oral/aural and literacy skills. The results of these studies are sufficiently indeterminate that, for practical purposes in classroom settings, it appears necessary to continue to assume that students should be tested on as wide a range of language dimensions and tasks as is practically feasible and educationally desirable in terms of program objectives. Hence the decision in the present project to develop several tests at each grade level, with individual tests emphasizing the use of different receptive and expressive skills. This did not mean that in any particular test there should be total exclusion of other skills apart from the ones being emphasized. In real-life language tasks, comprehension and production skills are often involved together. The four tests developed for each grade in this project are therefore not rigidly segregated into the four skill areas of listening, speaking, reading, and writing, although each test emphasizes one of these skills.

Washback. The principle of washback is closely related to that of validity. To the extent that tests can influence what teachers decide to teach, test developers have a responsibility to emphasize the kinds of test items that will encourage classroom practice in line with the stated program objectives. In the present context this has meant including some kinds of open-ended, communicatively-oriented tasks that may not currently be emphasized in all core French classrooms. Hence we anticipated that we would receive some complaints in our piloting concerning difficulty level for the students. At the same time, we wanted students to enjoy the opportunities that our tests would present for genuine communication in the second language, and to return to the classroom with a positive attitude towards communication in French.

Reliability. The reliability of a test represents the consistency with which it measures the intended outcomes. A reliable test will consistently award high scores for good performances and low scores for poor performances. Generally speaking, we expect individual test items, as well as the test as a whole, to discriminate well between good and poor proficiency with respect to the aspect of language being measured. Items that are too easy, on the one hand, or too difficult, on the other, will fail to discriminate among students, and thus will not contribute to the overall reliability of the test.

In this project, the task of developing tests of an appropriate level of difficulty for grade 8 and grade 12 was a difficult one owing to the fact that there was little information as to what students currently in core French could actually do in French, particularly at the grade 8 level. As we shall see in sections 2:1 - 2:8, some portions of some tests were revealed in the piloting to be either too difficult or too easy for the students and these will require some further adjustment.

In order to achieve the kind of part-to-whole reliability, or consistency, on a test that is statistically measurable, it is necessary to have a substantial number of relatively independent items. In language testing, however, this kind of discrete-point test is not always compatible with the principles of validity and washback, particularly in open-ended, communicative speaking and writing tasks (Hart, Lapkin and Swain 1987). Our decision therefore was to develop tests that could be assessed statistically as to reliability only where this was possible without unduly compromising the realism of the

language tasks. We were nonetheless concerned to ensure consistency of scoring, i.e. 'inter-rater reliability', on any open-ended test items requiring judgments by individual scorers. This implied careful development of precise scoring criteria that would not be subject to variation depending on the scorer.

Practicality. The scoring of open-ended tasks brings us naturally to the fourth principle inherent in our tests -- that to be useful to school systems undertaking a program evaluation, they needed to be practical to administer and score. Of the four tests developed for each grade level, three are group tests designed for administration well within a 40-minute class period. The fourth at each level, an individual oral production test, represents a greater investment in planning and personnel time. The necessity of including such a test to meet both the validity and washback demands on our tests is obvious, however. We decided to pilot oral production tests with a random subsample of eight students per class and envisage this as a practical administrative compromise in the future use of the tests for program evaluation.

In addition to practicality in administration, practicality in test-scoring was a further important consideration in the development of our tests. There is no question that for language tests to be validly communicative, there has to be less emphasis than previously on machine-scorable discrete-point types of tasks, although these are obviously the fastest and most economical to score. In our tests we have incorporated machine-scorable kinds of items wherever this did not seriously compromise validity. Also included are other kinds of items high in validity but more time-consuming to score. These have been kept as straightforward as possible, with careful attention being given to clarity and ease of scoring criteria.

1:3 Description of the Content of the Tests and Scoring Criteria

The general theme of the four grade 12 tests concerns school life in Montreal for francophone teenagers of about age 17. The grade 8 tests are also based on the theme of life in Montreal as seen through the eyes of 13-year-old francophones. The tests at each grade level are described below in the order in which they were administered to students in the pilot classes. Pilot versions of the tests are filed, for reasons of confidentiality, in single copies with the office of Field Services and Research at O.I.S.E. and with the Ministry of Education, Ontario (Appendix A: Grade 12 tests, Appendix B: Grade 8 tests).

Grade 12 reading test (Test de lecture: 12ième année)

In the 30-minute group-administered reading test for grade 12, comprehension and vocabulary questions in French are based on several French reading passages derived from authentic texts: one expository text providing information about the Quebec school system, a written dialogue involving an interview with a former high-school drop-out, and a narrative text consisting of an autobiographical account of school life in the Gaspé in the 1920's. Test items on the first passage are varied in format, including true-false items and others that are easy to score. For the second and third passages, the test items are in multiple-choice format. Students' responses to the comprehension questions are entered in a separate booklet.

Grade 12 writing test (Dictée et composition: 12ième année)

The group-administered writing test for grade 12, like the reading test, also has three parts, consisting of a dictation, the editing of a letter written by an anglophone student attending summer school in Quebec City, and a short composition on a school-related issue. The writing test takes 30 minutes to administer.

The 60-word dictation is recorded on tape. Students first listen to the passage read as a whole at normal speed, and then to short segments which are each said twice with pauses in between, giving students the opportunity to write down what they hear and then check their first impression. Following this segment-by-segment presentation, the complete text is reread once again at normal speed. The dictation is scored by dividing all the words in the text into two categories: function and content words (être being listed as a function word). Four points are awarded for each content word correctly written, disregarding accents at this stage. Two points are given if the word is incorrectly written but recognizable. For the function words, two points are given for a word correctly written, and one point for a recognizably written word. At the end of the scoring six bonus points are given for accurate use of accents and the cedilla. Maximum score for the dictation is 180.

The second part of the writing test, involving the editing of errors in a text is scored as follows. One point is given for each acceptably corrected error (acceptability being based on a list determined by a francophone scorer); a second point for each item is given when no new error is introduced in the editing process. The maximum score for this section is 28.

The scoring of the composition task is based on the information content provided rather than on grammatical accuracy. A maximum of four points is given to a composition that provides in French all the information required by the instructions.

Grade 12 listening test (Test de compréhension auditive: 12ième année)

The 25-minute group-administered grade 12 listening test involves responding to global comprehension questions based on a taped interview with two Montreal students. There are 17 multiple-choice test items based on short segments of the interview that are each repeated (to compensate for the lack of visual cues to meaning provided for the testees).

Grade 12 speaking test (Test oral: 12ième année)

This individual test, administered to a randomly selected subsample of students in a class and tape-recorded, takes approximately 15 minutes. It consists of an interview with questions about the student's school life, and includes two picture story-telling tasks on school-related topics. The interviewer is provided with a set of questions/instructions in French to put to the student. Scoring of the interview is based on the tape-recording and focuses on the picture story tasks and a role-play which involves reading from a list. Points are awarded for: (a) information content in French, i.e. the ability to convey the main events in a story; (b) grammatical usage in specific constructions; (c) the expression of an appropriate request; and (d) pronunciation in the role-playing task involving a number of different phonemes and instances of liaison.

Grade 8 listening test (Test de compréhension auditive: 8ième année)

The 30-minute grade 8 listening test is similar to the one designed for grade 12 in that it, too, is based on a tape-recorded interview with two francophone students in Montreal. Each very short segment of the interview with two 13-year-olds is heard twice; the student has to answer global comprehension questions, for almost all of which multiple-choice responses are provided in written form in an answer booklet. In addition, there is one question of an inferencing nature which is rated on a three-point scale.

Grade 8 reading test (Test de lecture: 8ième année)

The 30-minute group-administered reading test at grade 8 is in three sections representing different kinds of simple written discourse in French: the formulaic instructional language of public signs; the informal language of postcards written by Quebec students on a trip; and the dialogue of a magazine interview with a 13-year-old. In a separate answer booklet, the students have to match pictures to the written signs, and answer multiple-choice questions on the other two reading passages.

Grade 8 writing test (Dictée et composition: 8ième année)

In this 30-minute group test, students do a partial dictation task, prepare an advertisement for a magazine, and, in a text-completion task, give a brief opinion on a school-related issue. Illustrations are provided to help students understand the instructions in French. For the partial dictation, students fill in the gaps in a short written passage, based on a tape-recorded rendition of the passage. The passage on tape is first read as a whole, short segments are then repeated twice, with time provided for students to fill in the gaps on their answer-sheets, and the passage is then read again in its entirety.

Scoring procedures for the three tasks are as follows. In the dictation, students are awarded a maximum of three points for each of 22 words correctly supplied (disregarding missing accents): one point for accuracy of grammatical form, one point for a phonetically recognizable realization of the given word, and one point for an indication of comprehension of the word (even where grammar and spelling may be inaccurate). An additional maximum 5 points are given for accurate use of accents and an apostrophe. Each of the other sections of the test is scored for the ability to carry out the requirements of the task with a majority of words in French. Grammatical errors are taken into account only insofar as they obscure the student's effort to convey meaning.

Grade 8 speaking test (Test oral: 8ième année)

For this individually administered 15-minute test, which is tape-recorded, each student that is tested brings a friend to whom instructions have to be given in French. The instructions are related to several picture tasks and a written menu, all involving an information gap between the testee and the friend. Scoring of the picture tasks is based on the testee's ability to convey the key information that would be necessary for a native French-speaker to complete the task. The menu task is scored for an appropriate opening and closing to the role play and for pronunciation of selected phonemes and a liaison.

1:4 Piloting of the Tests

Based on a memorandum addressed to the Provincial Representatives of the National Core French Study in February, 1987 (see Appendix C), seven provinces and the Northwest Territories indicated their readiness to take part in the piloting of the tests at grades 8 and 12. Apart from Ontario, where individual school boards, representing higher and lower accumulated hours of French received by grade 8, were approached directly by the investigators, the Provincial Representatives undertook responsibility for selecting pilot school boards and/or classes in grades 8 and 12 that were representative of their province in terms of starting grade for core French and in terms of other socio-demographic characteristics. They also contributed resources in the form of xeroxing of test booklets and supplying of tapes for recording oral interviews.

Altogether 22 grade 12 classes and 38 grade 8 classes were selected for piloting of the tests, including nine grade 12 classes and 18 grade 8 classes in Ontario. Piloting was scheduled in early December, 1987, to accommodate semestered grade 12 classes and in February, 1988, for those preferring participation at that time. Administration details were included in the test package delivered to each participating classroom teacher. The teachers themselves were asked to administer the three group tests, if possible on consecutive days, but no two tests were to be given on the same day. The oral interviews were for administration to a subsample of eight randomly selected students by another French teacher in the school or by a bilingual administrator, in order to avoid the possible influence on test performance of prior expectations about the French proficiency of individual students. Each package of tests also included questionnaires for the teacher and the students (see Appendix D). These were designed to elicit information about (a) the language background of the students, including the grade at which they had started core French, and (b) the reactions of the teacher and students to the pilot tests. Comments from the administrator of the oral test were also invited. The return of the piloted tests and questionnaires was requested for March, 1988, in order to provide sufficient time for scoring and analysis of the tests.

Not all of the classes in each of the provinces are represented in the final pilot sample; in some instances, piloted tests were returned too late to be analyzed within the time-frame of the project, while in other instances piloting apparently did not take place. The final pilot sample consists, therefore, of 15 grade 12 classes and 25 grade 8 classes distributed across six provinces and the Northwest Territories (see Tables 1 and 2 for details).[1]

1:5 Scoring and Analysis of Test and Questionnaire Results

Following returns of completed test booklets and questionnaires from the pilot classes, scoring, data entry, and analysis of the results commenced.

Preliminary analyses were conducted in January after piloting of the initial versions of the grade 12 tests in December, and, in response to the feedback received, some adjustments were made to improve specific items on some tests and to clarify instructions before the tests were sent out to be piloted in further grade 12 classes in February. In the listening test, for example, students complained that one of the recorded students laughed too often and that this was distracting. Some of the laughs were therefore edited out of the test tape. In the oral interview, students were reported to have difficulty recognizing an item in one of the drawings and, in any event, to be

lacking that item of vocabulary. The item was therefore redrawn and the picture was given a title that served as a prompt to the vocabulary item in question. On the reading test, an item analysis revealed that one item was much too difficult. This item was therefore changed for the next round of piloting. At the time of writing this report, listening, reading, and writing tests had been scored and analysed at both grade levels (see next section for results). Final inter-rater reliability checks on open-ended items requiring judgment remained to be carried out. Most of the oral tests had also been scored and were in the process of being checked for inter-rater reliability. It was anticipated that data entry and analysis of the oral test scores would be completed in July. Questionnaire data from teachers, students, and oral test administrators are included in this report (see next section).

2. MAJOR FINDINGS AND CONCLUSIONS AND THEIR RELATIONSHIPS TO MAJOR AREAS OF ACTIVITY

In this section, we present the analysis of results from the test-piloting. The findings and conclusions with respect to each test are presented in the order in which the tests are described in Section 1:3. For the grade 12 tests, the results are presented for the February piloting of the tests and for those aspects of the December piloting that remained unchanged in the February round of testing.

2:1 Grade 12 Reading Test (Test de lecture: 12ième année)

Test results

Section A of this test was based on the text dealing with the Quebec school system. It consisted of two comprehension questions and a vocabulary question related to the content of the reading passage. The average test scores obtained by the students are presented in Table 3. This table indicates that the first comprehension question, A1, was of medium difficulty, with a mean score of 2.83 out of a maximum of 6, but that the scores on the second question, A2, were heavily skewed towards zero. Skewness value for this question was a high 1.07, and the mean score was a low 0.53 out of 2. The vocabulary question, A3, on the other hand, was very easy in that the average score ($\bar{X}$ = 8.38) was close to the maximum of 10; in fact, as suggested by the high negative skewness value of -1.80, a large proportion (over 50%) of the students tested in February obtained scores of 9 or 10 on this question, which had undergone some revision following the December testing.

Table 4 shows that the first question on section B of this test, based on a written dialogue, was of medium difficulty. The average total score ($\bar{X}$ = 8.62) was just over the midpoint. The second question on section B of the test required students to seek out five words in the text that were derivationally related to a list of five words provided. The students appear to have had considerable difficulty with this vocabulary task, which had been reduced in length for the February testing. The mean score was 1.47 out of the maximum score of 5, with the second and third items proving of exceptional difficulty (only about 10% of students gave correct answers to these items).

Section C of the reading test (see Table 5), with multiple-choice questions based on a narrative text, proved somewhat hard for the students ($\bar{X}$ = 2.57 out of a maximum score of 7 items answered by all students).

Student and teacher reactions

Grade 12 students' reactions by questionnaire to the reading test (see Table 14) confirm the findings of the statistical analyses of the tests indicating that the test was in general somewhat hard. While over half the students found the length and difficulty "about right", a substantial proportion also found the test "too long" (36.4%) and "too hard" (42.7%).

Of the six teachers commenting on the February version of this test, two teachers also commented on the length of the test, indicating that 30 minutes was not long enough for some students. A number of comments focused on section A of the test which was felt to be the least appropriate text for the students. Other comments were related to the instructions for some of the questions which were found confusing, and to the fact that not all the questions on the test were of a 'test de lecture' comprehension nature.

Conclusions

The statistical findings and student and teacher reactions to this test indicate that some further work is needed to make it more appropriate in length and difficulty for the students. A revision of the test would perhaps involve a new section A based on a different expository text, together with some adjustment of specific test items in sections B and C to improve the distribution of scores. Keeping in mind the principle of washback, however, we would not wish to eliminate the non-typical kinds of vocabulary-oriented test items that aim to encourage a focus on vocabulary skills. Consideration will need to be given to renaming this test to accommodate the fact that it is more than a 'Test de lecture'.

2:2 Grade 12 Writing Test (Dictée et composition: 12ième année)

Test results

The analysis of responses on the Grade 12 writing test focuses on the randomly selected subsample of students in each class who were orally tested. Table 6 shows that students did relatively well on the dictée, receiving a mean score of 132.48 out of the maximum of 180. A histogram of scores presented in Figure 1 shows a good distribution of scores, with some skewing towards the upper end of the scale.

The editing task focusing exclusively on accuracy proved considerably more difficult for the students. For this part of the writing test, the mean score was only 7.63 out of the maximum score of 28 (see Table 6). The histogram in Figure 2 confirms a distribution of scores that cluster at the lower end of the scale, with several students receiving zero scores.

The third part of this test was an open-ended writing task which was scored for information content. Students did well on this part of the test, receiving a mean score of 2.96 out of the maximum of 4. A relatively high negative skewness value of -.97 on this part of the test (see Table 6) indicates that the distribution of scores is heavily

skewed towards the top end of the scale. In fact, 72% of the students scored 3 or 4 on the task.

Student and teacher reactions

Table 14 indicates that fewer students found this test too long (24.7%) and most found it about right in length (72.8%). The difficulty of the test was still too great for 38.8%, with 58.8% finding it about right in difficulty. Teachers' comments (N = 9) were in general somewhat more favourable on this test than on the Test de lecture. For example:

> Better response in this test -- instructions were clearer. Test was better conceived that Test de lecture.

Several teachers, however, raised concerns about the editing task. One teacher, for example, objected in principle to this task.

> The dictée was good, but as for the grammar part, I believe it was a very poor test. To give errors for correction is never a good teaching method in my opinion. I never use this method.

Conclusions

The results on the dictée were generally satisfactory with a good distribution of scores. With respect to the editing task, it appears from the analysis of scores that this task will need to be adjusted in difficulty level. In our assessment, there is no theoretical objection to the use of a realistic error-correction task in the core French classroom. Consciousness-raising about common grammatical errors in one's own writing in the second language or that of one's classmates should contribute to grammatical competence and represents a valid and useful skill to be cultivated. The distribution of scores on the third, open-ended part of the test suggests that some revision of the scoring criteria may be needed to improve the distribution of scores. Further conclusions about this test await the results of checks on inter-rater reliability, currently underway.

2:3 Grade 12 Listening Test (Test de compréhension auditive: 12ième année)

Test results

Table 7 and Figure 3 show that the distribution of scores on this test is approximately normal, with the mean score of 10.55 being slightly above the midpoint of the scale (maximum = 17). Statistical reliabilities for the test are respectable for the purposes of program evaluation (Guttman split half .60; Cronbach's alpha .65). However, these reliabilities can probably be improved by refinements to a few specific test items that proved particularly easy for the students.

Student and teacher reactions

A large majority of students (74.4%) found this test to be appropriate in length, with 23.2% nonetheless finding it too long (Table 14). A substantial majority of students

(70%) also found the test about right in difficulty, with as many (15%) finding it too easy as too hard.

Teachers' comments (N = 7) were generally quite positive (e.g. "Excellent test"), although there was some concern about clarity of the speech heard (possibly due to defective tapes in a few instances), and one teacher complained that there was "too much colloquial language." Two teachers commented that the boy on the tape was more difficult to understand than the girl.

Conclusions

The last comment from teachers suggests that a further item analysis of the test should investigate whether in fact students had more trouble with items based on what the boy had said than with items based on what the girl had said. Some refinement of certain multiple-choice items is also indicated to improve their distribution of scores. This test otherwise appears to have been at an appropriate level of difficulty for the students.

2:4 Grade 12 Oral Test (Test oral: 12ième année)

Student and teacher reactions

Table 14 indicates that the vast majority (90%) of students who took the oral test found it of appropriate length, with only 10% finding it too long. Only 16.7% of students indicated that they found this test too hard; for 61.1%, it was about right in difficulty, and 22.2% even found it too easy.

Comments were provided by four of the test administrators, who indicated a need for more specific instructions for the test with respect to prompting of students. In one case, it appeared that the orally tested sample had not been random in that: "De certains élèves, qui se sentaient moins doués en français, refusaient d'y participer." Some confusion was noted in relation to one of the picture story tasks.

Conclusions

The fact that most students did not find this test too long or hard suggests that it was a relatively pleasant experience for them, although the comments of the administrators indicate that some rewording of questions and more detailed instructions will be necessary. Further conclusions await the results of the students' performance on the tests.

2.5 Grade 8 Listening Test (Test de compréhension auditive: 8ième année)

Test results

Table 8 shows the distribution of student responses on 15 multiple-choice items that were machine scorable and on another item that was rated for the students' ability to make an inference. Students' mean score on the 15 items was 7.96, at approximately the midpoint, with scores distributed in a normal curve on either side of the mean (see also Figure 4). The reliability of the test was at an acceptable level for program evaluation purposes (Guttman split-half .62, Cronbach's alpha .62), although a detailed

item analysis suggests that the elimination of one or two items could serve to increase the reliability of the test. About 30% of the students provided a good answer to the inferencing question, with another 24.6% showing signs that they had understood the question. However, 44.3% of the students either misunderstood the question or provided no response.

Student and teacher reactions

Students' reactions to the length of the test appeared mixed, with 57.7% finding it of appropriate length, but over a third (36.4%) regarding it as too long. Half the students also found the test too hard, with slightly fewer students (45.4%) finding it about right in difficulty. These findings should be treated with caution, since it appears from their open-ended comments that some students confused the 'Test de lecture' with the 'Test de compréhension auditive' on their questionnaires.

Nineteen teachers commented on the listening test, many of them referring to the difficulty for their students of the speed of speech in the interviews with the Quebec students. Several teachers also commented that the accent and some of the vocabulary was unfamiliar to their students, also causing difficulty. The following comments are representative:

> They (the students) found the text quite difficult to understand (as a whole), possibly because of the accents, and some of the vocabulary. I think most of them were able to grasp the idea, but they felt very frustrated at not being able to fully comprehend.

> Students found the speakers spoke rather fast.

A comment from one teacher indicated greater acceptance of the underlying premise of the test:

> The tape was clear and methodical. The students discovered they were able to discriminate the information requested from a text that was in some cases largely beyond them.

Conclusions

Although this test was found difficult by a substantial proportion of students and teachers, the test scores indicate that many students were able to handle the global comprehension questions quite well. The item analysis of the test indicate that only minor adjustments are needed to the test for purposes of reliability. This test has washback implications in that it appears that many students in grade 8 have not had an opportunity to listen to French spoken at normal conversational speed.

2:6 Grade 8 Reading Test (Test de lecture: 8ième année)

Table 9 shows that students coped well with section A of the test (matching pictures to written signs). The mean score on this part of the test was 6.47 out of a maximum of 10. Section B, on the other hand, involving the comprehension of post cards, was much more difficult for the students. Their mean score on a set of multiple-choice comprehension questions was only 1.49 out of a maximum of 5. They did slightly

better on the third part (section C) of the test, also involving multiple-choice comprehension questions based on the written dialogue of a magazine interview. For this part of the test, the mean score was 2.14 out a maximum of 5.

Student and teacher reactions

Student reactions to this test were generally more favourable than to the listening test. Approximately 68% of the students found the length about right, with 27.4% indicating that it was too long. The difficulty of the test was regarded at an appropriate level by 58.2%, and was seen as too hard by a third of the students. However, a small proportion (8.4%) of the students found the test too easy.

Eighteen teachers commented on the reading test. There was general agreement that the test was appropriate in length. While some teachers noted that "students found new structures and tenses difficult", others commented that the choice of tapes was good and that the students were able to get the gist of the texts. The difficulty of providing culturally appropriate material for all core French students was pointed out by a teacher in the Northwest Territories who commented that not only were some vocabulary items foreign to Inuit students but also the concepts that they embodied (e.g. trees and highways).

Conclusions

The test results indicate that some refinement of test questions is needed in order to obtain a better distribution of scores. The reception of the test by students and teachers appears satisfactory, particularly in light of the fact that students had to cope with the 'real-world' uncertainty of not knowing all the words.

2:7 Grade 8 Writing Test (Dictée et composition: 8ième année)

Test results

On the first part of this test, the dictée, students did relatively well on average, receiving a mean score of 45.48 out of a maximum score of 71 (see Table 10). The relative high negative skewness value of -0.82 indicates, as does the histogram in Figure 5, that the distribution of scores was somewhat skewed towards the higher end of the scale. The next part of the test involved composing an advertisement for a magazine. As Table 10 shows, students did very well on this task, receiving a mean score of 4.55 out of the maximum of 6. The high negative skewness value of -1.26 indicates that the scores were heavily skewed towards the upper end of the scale. In fact, just over 50 per cent of the students received the maximum score of 6. The students performed less well on the last part of the test where they were required to state and back up an opinion. The mean score for this task was 1.95 out of the maximum of 6. Only one student scored above 4 on this task, but within the 0 - 4 range the scores were reasonably well distributed.

Student and teacher reactions

From the students' perspective, the length of this test appears to have met with approval with the large majority (72.9%), with 17.9% finding it too long and 9.2% finding it too short (see Table 14). About half the students considered the test to be at an

appropriate level of difficulty, but just over 40% found it too hard. A small proportion of students (8.6%) regarded the test as too easy.

Comments on the writing test were provided by 19 teachers. Most found that there was plenty of time for this test, and some suggested that it may even have been a bit short. While some teachers felt that the difficulty level was appropriate and the topics of interest to their students, others noted that students had difficulty with the second composition in particular. For example:

> Very good test. The composition section was very challenging to the students. Many students found composition 2 very difficult because they had to give three reasons to support their opinion.

Conclusions

The statistical analysis of this test suggests that some refinement is needed to ensure a better distribution of scores on the compositions. This is likely achievable via changes to the scoring criteria rather than by changing the nature of the tasks themselves. The test appears in general to have been well received by students and teachers. The possibility of adding another item needs consideration. Further conclusions await the check on inter-rater reliability currently underway.

2:8 Grade 8 Oral Test (Test oral: 8ième année)

Student and teacher reactions

Table 14 shows the reactions of a subsample of 165 grade 8 students who received the oral test. A substantial majority (67.3%) found the length of the test about right, while slightly more students (17%) found the test too short rather than too long (15.8 per cent). About 60% of the students regarded the test as appropriate in difficulty, 26.3 per cent found it too hard, and 13.8% of the students considered it too easy.

Six administrators of the oral test provided comments. Some of these provided suggestions for improvements to items or instructions that will be very helpful in making adjustments to the test. Three respondents commented that the oral testing had been a valuable experience. For example:

> The children enjoyed this part of the test(ing). It was a novelty to tape themselves on a cassette.

Conclusions

While the reactions of students and teachers to this test suggest that it was in general a good experience, further conclusions must await the findings of the analysis of test results.

2:9 Relationship of Grade 8 Test Scores to Starting Grade for Core French

A further analysis of scores on the grade 8 listening, reading and writing tests was performed, in order to determine whether the tests were suitable for students with different starting grades for core French. As can be seen from Tables 11, 12 and 13,

there is no clear general pattern whereby students who started at earlier grades are liable to score higher than those who started later, although there are some indications that a grade 8 start puts these students at some disadvantage relative to those with earlier starting grades (see e.g. the listening scores on Table 11, the scores for sections B and C of the reading test in Table 12, and the dictée scores in Table 13). At the same time, it may be noted that the students who started core French in kindergarten have some advantage in receptive skills over students who started core French later on (see e.g. listening scores in Table 11, and the scores on sections A and B of the reading test in Table 12). It is not yet known whether a similar advantage will appear for speaking. Overall, however, the findings can be taken to indicate that the tests are equally appropriate for students with a variety of different starting grades for core French.

2:10 Future Directions

Through the National Core French Study, recognition of the need for, and value of, the tests discussed above has been expressed. It is vital to implement the kinds of changes suggested in the preceding sections, in order to prepare final versions of the tests to be normed on a rigorously selected sample of classes. This will form the substance of a new proposal to be submitted for funding in the near future.

Footnote

[1] In addition to the information on starting grades for core French, analysed for the grade 8 students, information was obtained on the student questionnaires about whether students had attended an immersion program at some stage, and whether they spoke a language other than English at home. A small proportion of students had attended an immersion program (13.1% of the grade 12 respondents (N = 84), and 7.2% of the grade 8 respondents (N = 484). In Ontario, the proportion of grade 8 students having attended immersion was slightly higher (12%, N = 266). The overall proportion of students using a language other than English or French in the home was 11.9% for grade 12 and 22.1% for grade 8. In grade 12, this represented 10 students spread across three provinces (Ontario, New Brunswick, and Nova Scotia). In grade 8, such students were clustered mainly in Alberta, the Northwest Territories, and Ontario, where they represented 25.9%, 41.7%, and 27.8% of the respective provincial samples.

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Table 1

Number of Schools/Classes/Students* in Grade 12 Sample

	Tested in December	Tested in February	Total
Manitoba	2/2/46		2/2/46
New Brunswick		2/2/37	2/2/37
Northwest Territories		1/1/4	1/1/4
Nova Scotia		2/2/36	2/2/36
Ontario	5/5/76	1/1/21	6/6/97
Prince Edward Island	2/2/58		2/2/58
Total	9/9/180	6/6/98	15/15/278

*Student figures are based on the highest class total across the listening, reading and writing tests.

Table 2

Number of Schools/Classes/Students* in Grade 8 Sample and their Starting Grades for Core French

	K	Gd 1	Gd 3	Gd 4	Gd 6	Gd 8	Total
Alberta				2/2/53	1/1/24		3/3/77
Manitoba				2/2/51			2/2/51
New Brunswick		1/1/25	1/1/28				2/2/53
NWT					1/1/19	1/1/16	2/2/35
Nova Scotia			1/1/30	1/1/32			2/2/62
Ontario	5/6/82	1/4/111		2/4/103			8/14/296
Total	5/6/82	2/5/136	2/2/58	7/9/239	2/2/43	1/1/16	19/25/574

*Student figures are based on the highest class total recorded over the listening, reading, and writing tests.

Table 3

Analysis of Responses on Section A of the Grade 12 Reading Test

	Question A1 (max = 6)	Question A2 (max = 2)	Question A3 (max = 10)
mean	2.83	0.53	8.38
median	3.00	0.00	9.00
std. dev.	1.88	0.89	2.01
minimum	0.00	0.00	0.00
maximum	6.00	2.00	10.00
skewness	-0.01	1.07	-1.80
kurtosis	-0.99	-0.64	3.72
N of students	264	262	92*

*Includes only those students who received the February version of the test

Table 4

Analysis of Responses on Section B of the Grade 12 Reading Test

(a) Question B1

	Total score (max = 15)	Subscore of True-false items (max = 9)	Subscore of corrections (max = 6)
mean	8.62	5.85	2.77
median	9.00	6.00	3.00
std. dev.	3.38	2.02	1.64
minimum	0.00	0.00	0.00
maximum	15.00	9.00	6.00
skewness	-0.28	-0.60	-0.17
kurtosis	-0.78	-0.21	-1.07
N of students	172	172	172

(b) Question B2

	Total score (max = 5)
mean	1.47
median	1.00
std. dev.	1.41
minimum	0.00
maximum	4.00
skewness	0.39
kurtosis	-1.25
N of students	93*

*Students receiving February version of the test

Table 5

Analysis of Responses on Section C of the Grade 12 Reading Test

	Items shared on 2 test versions (max = 7)	Items on February version of test (max = 8)
mean	2.57	2.90
median	2.50	3.00
std. dev.	1.30	1.61
minimum	0.00	0.00
maximum	6.00	6.00
skewness	0.18	0.14
kurtosis	-0.51	-0.85
N of students	244	83

Table 6

Analysis of Responses on Grade 12 Writing Test

	Dictée (max = 180)	Editing task (max = 28)	Composition (max = 4)
mean	132.48	7.63	2.96
median	134.00	7.00	3.00
std. dev.	24.13	4.93	1.07
minimum	61.00	0.00	0.00
maximum	177.00	21.00	4.00
skewness	-0.60	0.48	-0.97
kurtosis	0.31	-0.36	0.41
N. of students*	118	118	117

*Based on the subsample of orally tested students in each class

Table 7

Analysis of Responses to Grade 12 Listening Test (max = 17)

mean	10.55
median	10.00
std. dev.	2.99
minimum	3.00
maximum	17.00
skewness	0.16
kurtosis	0.44
N of students	247

Reliability: Guttman split-half .60
Cronbach's alpha .65

Table 8

Analysis of Responses on Grade 8 Listening Test

(a) Items 1-11, 13-16

	(max = 15)
mean	7.96
median	8.00
std. dev.	2.81
minimum	0.00
maximum	15.00
skewness	-0.08
kurtosis	-0.17
N of students	537

Reliability: Guttman split-half .62
Cronbach's alpha .62

(b) Item 12

		%	N
1.	good answer	30.6	168
2.	understood question	24.6	132
3.	blank or misunderstood	44.3	243
4.	missing	1.1	6
			549*

*Larger than N for the other 15 items due to deletion of part of a class which apparently missed items 14-16.

Table 9

Analysis of Responses on Grade 8 Reading Test

	Question A (max = 10)	Question B (max = 5)	Question C (max = 5)
mean	6.47	1.49	2.14
median	7.00	1.00	2.00
std. dev.	2.58	1.09	1.17
minimum	0.00	0.00	0.00
maximum	10.00	5.00	5.00
skewness	-0.36	0.54	0.14
kurtosis	-0.60	-0.17	-0.56
N of students	542	538	538

Table 10

Analysis of Responses on Grade 8 Writing Test

	Dictée (max = 71)	Composition 1 (max = 6)	Composition 2 (max = 6)
mean	45.58	4.55	1.95
median	48.00	6.00	2.00
std. dev.	14.86	1.98	1.26
minimum	0.00	0.00	0.00
maximum	71.00	6.00	6.00
skewness	-0.82	-1.26	0.06
kurtosis	0.43	0.36	-0.85
N. of students	541	540	540

Table 11

Relationship of Scores on Grade 8 Listening Test to Starting Grade for Core French

Starting Grade	Mean (max = 15)	N
K	9.49	79
1	7.29	127
3	8.52	58
4	7.65	214
6	8.47	43
8	6.25	16

Table 12

Relationship of Scores on Grade 8 Reading Test to Starting Grade for Core French

Starting Grade	Section A Mean (max = 10)	N	Section B Mean (max = 5)	N	Section C Mean (max = 5)	N
K	7.73	81	1.94	81	2.33	81
1	5.80	122	1.37	122	1.97	122
3	6.87	55	1.48	54	2.38	55
4	6.53	227	1.44	224	2.24	224
6	5.25	40	1.33	40	1.53	40
8	6.06	17	1.24	17	1.75	16

Table 13

Relationship of Scores on Grade 8 Writing Test
to Starting Grade for Core French

Starting Grade	Dictée (max = 71)	N	Composition 1 (max = 6)	N	Composition 2 (max = 6)	N
K	47.84	77	5.04	77	2.42	77
1	38.91	127	3.23	127	1.20	127
3	47.19	57	5.21	57	2.58	57
4	49.70	224	5.07	224	2.09	224
6	40.25	40	3.98	40	1.68	40
8	37.07	15	4.47	15	2.13	15

Table 14

Students' Views of Length and Difficulty of Tests (in % of responses)*

(a) Grade 12

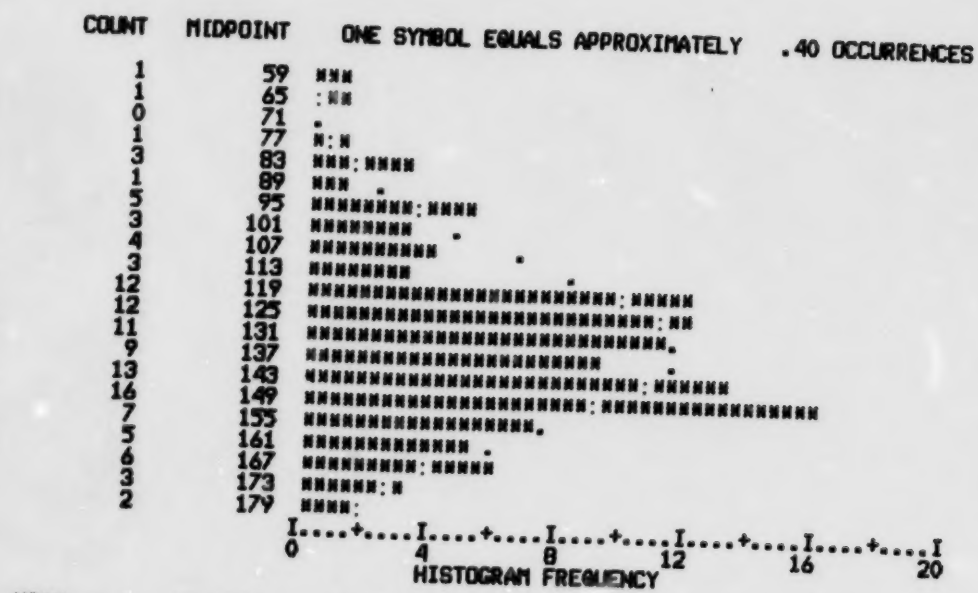
	Length			Difficulty		
	too long	abt. right	too short	too hard	abt. right	too easy
Reading	36.4	61.0	2.6	42.7	53.3	4.0
Dictée & comp.	24.7	72.8	2.5	38.8	58.8	2.5
Listening	23.2	74.4	2.4	15.0	70.0	15.0
Oral	10.0	90.0	0.0	16.7	61.1	22.2

(b) Grade 8

Reading	27.4	68.4	4.1	33.4	58.2	8.4
Dictée & comp.	17.9	72.9	9.2	40.8	50.7	8.6
Listening	36.4	57.7	5.9	50.0	45.4	4.6
Oral	15.8	67.3	17.0	26.3	59.9	13.8

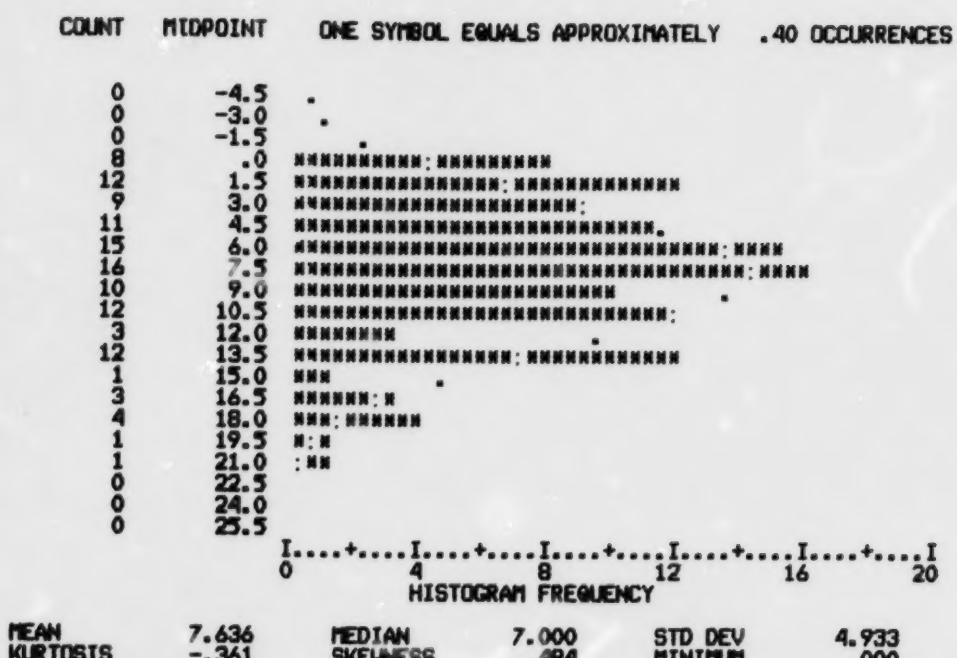
*N of grade 12 respondents was at least 75 for the group tests and 18 for the oral test; N of grade 8 respondents was at least 407 for the group tests and 165 for the oral test.

FIGURE 1 GRADE 12 - WRITING TEST: DICTEE



MEAN	132.483	MEDIAN	134.000	STD DEV	24.125
KURTOSIS	.310	SKEWNESS	-.604	MINIMUM	61.000
MAXIMUM	177.000				
VALID CASES	118	MISSING CASES	0		

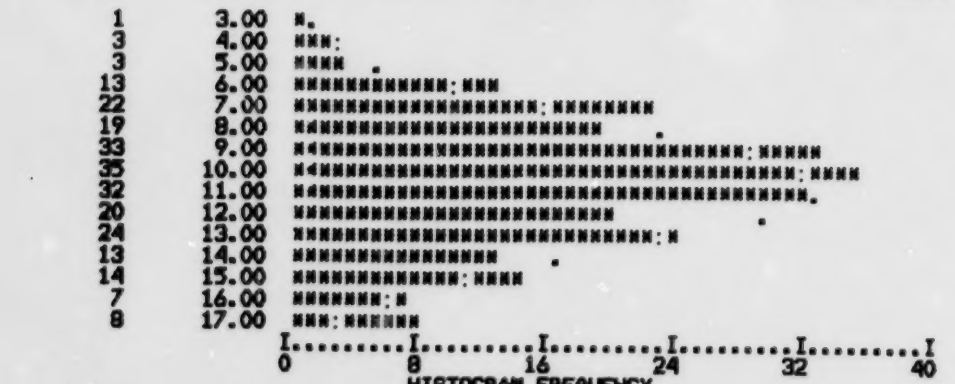
FIGURE 2 GRADE 12 - WRITING TEST: ERROR CORRECTION EXERCISE



MEAN	7.636	MEDIAN	7.000	STD DEV	4.933
KURTOSIS	-.361	SKEWNESS	.484	MINIMUM	.000
MAXIMUM	21.000				

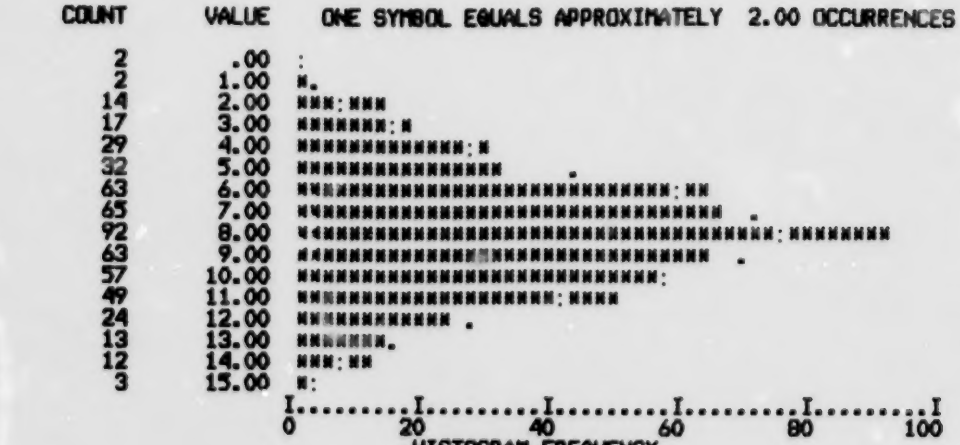
VALID CASES	118	MISSING CASES	0

FIGURE 3 GRADE 12 - LISTENING TEST: TOTAL SCORE



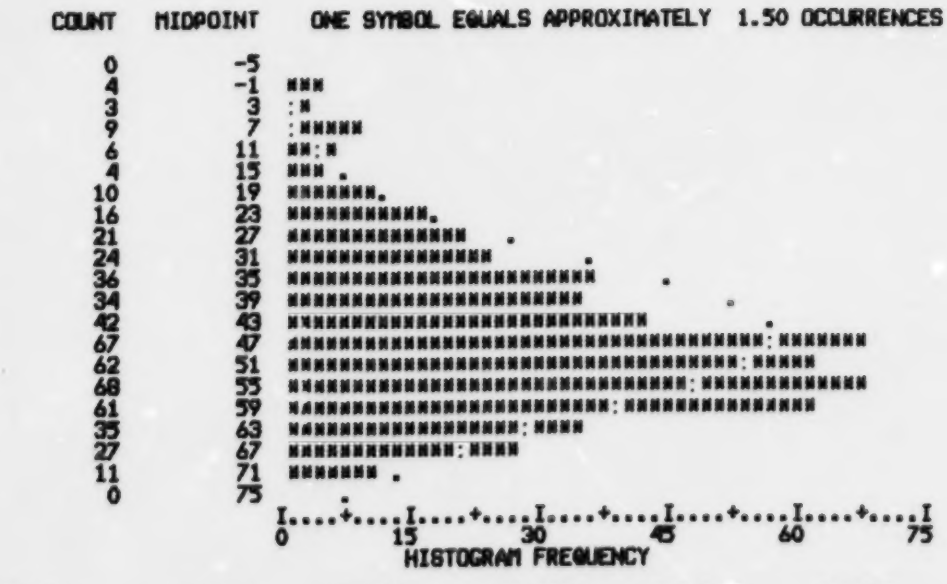
MEAN	10.547	MEDIAN	10.000	STD DEV	2.993
KURTOSIS	-.440	SKEWNESS	.160	MINIMUM	3.000
MAXIMUM	17.000				
VALID CASES	247	MISSING CASES	0		

FIGURE 4 GRADE 8 - LISTENING TEST: TOTAL SCORE



MEAN	7.955	MEDIAN	8.000	STD DEV	2.814
KURTOSIS	-.169	SKEWNESS	-.080	MINIMUM	.000
MAXIMUM	15.000				
VALID CASES	537	MISSING CASES	0		

FIGURE 5 GRADE 8 - WRITING TEST: DICTEE



MEAN	45.583	MEDIAN	48.000	STD DEV	14.862
KURTOSIS	.427	SKEWNESS	-.819	MINIMUM	.000
MAXIMUM	71.000				
VALID CASES	540	MISSING CASES	0		

L'ASSOCIATION CANADIENNE DES PROFESSEURS DE LANGUES SECONDES
THE CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS

NATIONAL CORE FRENCH STUDY

O.I.S.E.
Modern Language Centre
252 Bloor Street West
Toronto, Ontario M5S 1V6

MEMORANDUM

February 13, 1987

TO: Provincial Representatives
(excepting Ontario)

FROM: Birgit Harley
Convener, Task Force on
Research & Evaluation

Re: Core French Testing Project

Further to my mention of this research project at the January 30, 31 Schools Project meeting in Toronto, I enclose an abstract of the planned project for your information. I should make clear that the proposal to O.I.S.E. was made in an effort to obtain funds for the kind of work that the Research and Evaluation Task Force of the National Core French Study considers to be of key importance for the national study, but for which the task force budget itself is inadequate. The idea of such a project was fully supported at a meeting of the Research and Development wing of the National Core French Study in September 1986.

At the Schools Project meeting, I agreed to provide you with information on our nation-wide test-piloting plans so that you would be able to estimate budgetary implications. This information is provided below.

Piloting Plans

1. The sample

In each province (except for Ontario) we would like to pilot tests in four French classes: two at the grade 8 level and two at the grade 12 level.

The two grade 8 classes in each province would need to be selected to be representative of the approximate minimum and approximate maximum number of accumulated hours of French that apply across Canada at this grade level. Thus, one grade 8 class should have had roughly 400 accumulated hours of French by the beginning of their grade 8 year, and the other class, roughly 800 hours. (In provinces where no program offers as much as 800 hours by grade 8, the nearest approximation to this figure would be acceptable.) Apart from the criterion of accumulated hours, we would also want to insure that the two grade 8 classes were as far as possible representative of your province in other ways (e.g. selected from neighbourhoods of different socio-economic levels).

The two grade 12 classes would also need to be selected to be representative of grade 12 core French programs in each province (e.g. different socio-economic levels, semestered and non-semestered programs).

2. The date of the piloting

The piloting is scheduled to take place in February 1988, except in the case of semestered grade 12 programs, where it would be necessary to pilot the tests in late November/early December 1987.

3. Time and personnel for the piloting

At each of the grade levels (8 and 12), group-testing of listening, reading and writing in French will take up three class periods of 40 minutes each. These group tests can be administered by the classroom teacher.

In addition to the group-testing, we would like to pilot individual oral French interviews with eight students randomly selected from each of the pilot classes. For the interviews, which will last 10-15 minutes each, a native or near-native speaker of French will be needed to administer the tests. The interviewer could be either another French teacher at the school, a resource teacher, a French consultant or other board personnel. We would not want the classroom teachers of the pilot classes to administer the oral interview to their own students.

4. Material for the piloting

One master copy of each of the booklets needed for the group tests will be made available to each province. At this point we can only estimate numbers of pages in test booklets. You can, however, assume approximately 15 pages per student. Altogether, for the four pilot classes in each province, our estimate is therefore that duplication of 2,100 pages will be needed; i.e., 15 (pages) x 4 (classes) x 35 (students).

Cassette tapes for listening tests will be supplied; therefore no copying will be necessary. However, for the oral testing, each province will need to supply 32 good quality, blank cassette tapes (4 (classes) x 8 (students)). High-quality cassette tape-recorders will also need to be available for the listening tests and oral interviews.

I hope this provides you with sufficient information to estimate the budgetary implications of the planned testing project. If there is any further information that you need, please let me know.

BH/JH
Enc.
cc: Dr. Sharon Lapkin, Modern Language Centre, O.I.S.E.
Raymond LeBlanc, Director, N.C.F.S.
Janet Poyen, Associate Director & Coordinator, Schools Project

Teacher Questionnaire (Grade 12)

Name _____

School _____

School Board _____

1. At what grade did most of the students who tried these tests start French? _____

2. Is this a semestered class? Yes _____ No _____

3. How many minutes per week of French does this class receive? _____

4. What is the normal length of a class period of French? _____

5. Please comment on the various tests as to: (1) appropriate length of time for test; (2) student reaction to test; and (3) any comments you wish to make about the test.

   (a) Test de lecture _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

(b) Dictée et composition _____

(c) Test de compréhension auditive _____

Thank you very much for your help in testing this material.

Teacher Questionnaire (Grade 8)

Name _____

School _____

School Board _____

1. At what grade did most of the students who tried these tests start French? _____

2. Please comment on the various tests as to: (1) appropriate length of time for test; (2) student reaction to test; and (3) any comments you wish to make about the test.

   (a) Test de lecture _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   (b) Dictée et composition _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

(c) Test de compréhension auditive _____

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your help in testing this material.

Student Questionnaire (Grade 12)

Name _____

School _____

School Board _____

Section A.

1. Please check each and every grade in which you have taken French at school.

Kindergarten	____	Grade 4	____
Grade 1	____	Grade 5	____
Grade 2	____	Grade 6	____
Grade 3	____	Grade 7	____

2. Have you ever been in a French immersion program? Yes ____ No ____

   If yes, in which grades? _____

3. Is there any language, not counting English, that you use at all outside school?

   Yes ____ No ____

   If you answered NO, please go on to Section B, page 2.

4. Please list the language(s), not counting English, that you can understand when they are written and/or when they are spoken. (If you understand more than one language, please circle the one you're best at.)

   when written _____

   when spoken _____

5. Compared to English, how easy is it for you to use this language for each of the following? (If you've written down more than one language above, answer this question for the language you know best.)

	easier than English	about the same	less easy than English	much less easy than English	can't do at all in this language
speaking	1	2	3	4	5
listening	1	2	3	4	5
writing	1	2	3	4	5
reading	1	2	3	4	5

6. How often do you use this language?

   ___ rarely ___ monthly ____ weekly ____ daily

7. How often is English and any other language spoken in your home? (Circle your answer for each.)

	Never	Hardly ever	Sometimes	About half the time	Most or all the time
English	1	2	3	4	5
Other _____	1	2	3	4	5
Other _____	1	2	3	4	5

Section B.

You have just tried a series of French tests. Would you please give us your reaction to them?

1. Were the tests too long or too short?

	Too long	About right	Too short
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

2. Were the tests too difficult or too easy?

	Too easy	About right	Too difficult
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

3. Please give us your comments about each of the tests.

(a) Test de lecture _____

_____

_____

(b) Dictée et composition _____

_____

_____

(c) Test de compréhension auditive _____

_____

_____

(d) Test oral (if you took it) _____

_____

_____

Thank you for your help in evaluating these tests.

Student Questionnaire (Grade 8)

Name _____

School _____

School Board _____

Section A.

1. Please check each and every grade in which you have taken French at school.

Kindergarten	____	Grade 4	____
Grade 1	____	Grade 5	____
Grade 2	____	Grade 6	____
Grade 3	____	Grade 7	____

2. Have you ever been in a French immersion program? Yes ____ No ____

   If yes, in which grades? _____

3. Is there any language, not counting English, that you use at all outside school?

   Yes ____ No ____

   If you answered NO, please go on to Section B, page 2.

4. Please list the language(s), not counting English, that you can understand when they are written and/or when they are spoken. (If you understand more than one language, please circle the one you're best at.)

   when written _____

   when spoken _____

5. Compared to English, how easy is it for you to use this language for each of the following? (If you've written down more than one language above, answer this question for the language you know best.)

	easier than English	about the same	less easy than English	much less easy than English	can't do at all in this language
speaking	1	2	3	4	5
listening	1	2	3	4	5
writing	1	2	3	4	5
reading	1	2	3	4	5

6. How often do you use this language?

   ___ rarely ___ monthly ____ weekly ____ daily

7. How often is English and any other language spoken in your home? (Circle your answer for each.)

	Never	Hardly ever	Sometimes	About half the time	Most or all the time
English	1	2	3	4	5
Other _____	1	2	3	4	5
Other _____	1	2	3	4	5

Section B.

You have just tried a series of French tests. Would you please give us your reaction to them?

1. Were the tests too long or too short?

	Too long	About right	Too short
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

2. Were the tests too difficult or too easy?

	Too easy	About right	Too difficult
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

3. Please give us your comments about each of the tests.

(a) Test de lecture _____

_____

_____

(b) Dictée et composition _____

_____

_____

(c) Test de compréhension auditive _____

_____

_____

(d) Test oral (if you took it) _____

_____

_____

Thank you for your help in evaluating these tests.

The Ontario Institute for Studies in Education
252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641

Modern Language Centre

MEMORANDUM

To: The persons administering the "Test oral"

Date: February 10, 1988

From: Birgit Harley, Sharon Lapkin, Joyce Scane

Re: Grade 8 Core French Testing Materials

Thank you for your participation in the development of the Grade 8 Core French tests.

To administer this test you will need to be in a quiet room, and have a cassette recorder, four blank cassette tapes, and one copy each of "Notes for the Administration of the Test oral", the "Images pour le test oral," at least eight sheets of blank paper, and coloured markers or crayons (black, yellow, red, blue and green). Please use a high quality cassette recorder. We also request that you follow the instructions in the "Notes" as precisely as possible. The students are to be shown the "Images" only as indicated in the "Notes".

If at all possible, would you try out this test in advance on at least one student who will not be involved in the later tests? This procedure will enable you to anticipate any problems which may arise during the actual testing process. The "Test oral" is to be given to eight randomly selected students in each class, and should follow the other tests which the classroom teacher will administer.

If you encountered any problems with the instructions for the test, please indicate them on the attached sheets, and then return them, with the materials and the labelled cassettes, either to your coordinator for the tests, or to Joyce Scane, Modern Language Centre, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Thank you for your assistance in these testing procedures. Your co-operation is essential in the process of creating good testing materials for Grade 12 Core French students.

Comments

Test oral: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Nom: _____

École: _____

Conseil scolaire: _____

8ième année

Notes for the Administration of the Test oral

8ième année

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Notes for the Administration

of the "Test oral", 8ième année

The "Test oral" is to be administered by a person other than the student's regular Core French teacher in a quiet, but comfortable room. The test will take approximately fifteen minutes.

The test will be given on an individual basis to eight students randomly selected from the whole class. Each of these students will be asked to bring a friend to the testing room. The friend must not be one of the group which is being orally tested, and must be a different person with each testee. Please advise the friend that s/he is not being tested but is going to help with the test.

The two students, the one being tested and the friend, are to be seated in the room sufficiently far apart (or with a barrier between them) so they cannot see each other's pictures. The friend should be at a table where s/he can draw, and s/he must have blank paper and coloured pencils or crayons (green, yellow, red, black and blue).

Since the test is to be recorded, the cassette recorder must be close to the student being tested. Before the beginning of the test, try to establish a friendly atmosphere, and put the students at their ease.

Ask the students the first two questions, and then play them back to be sure that the cassette recorder is working properly. Please be sure that you have available a sufficient number of blank tapes to record the students who will be taking the test. Record one student only on each side of the tape, and label the tape with the student's name and school.

The instructions to be given by the interviewer, along with Images A, B, C, D, E and F, and copies of "La carte" follow. Nine copies of "La carte" are included: one copy to be given to the testee, and one copy to be given to each of the eight friends. The friends are to check off the items ordered on their copies of the menu. Please be sure that the testee and the friend understand how the tasks are to be performed. The instructions may be repeated/reworded if necessary. When a student appears to have responded as fully as possible to a task, proceed to the next task.

Questions to be asked by the interviewer:

1. Bonjour, ça va bien?

2. Comment t'appelles-tu?

3. Maintenant je vais donner une image à _____ (testee's name), (give testee Image A ensuring that the friend does not see it) et je vais donner une feuille de papier à _____ (friend's name). _____ (name of testee), tu dois décrire l'image que tu as, et _____ (friend's name) va suivre tes instructions et dessiner l'image que tu as devant toi.

4. (When the above task has been completed.) Voici une autre image (give testee Image B without letting the friend see it). Tu vas faire la même chose qu'avant. (Give piece of paper to friend.) Tu vas décrire l'image pour _____ (friend's name), et il/elle va la dessiner.

5. Maintenant, je vais te donner des images (give testee Images C without letting the friend see them). Tu vas décrire l'image indiquée avec une flèche à _____ (friend's name). _____ (friend's name), voici trois images (Images D without letting testee see them), et tu vas me dire si _____ (testee's name) décrit l' image 1, 2 ou 3.

6. (When above task has been completed.) On va faire la même chose encore une fois. _____ (testee's name), voici des image (give Images E without letting the friend see them) que tu dois décrire l'image indiquée avec une flèche à _____ (friend's name). _____ (friend's name), voici trois images, (give Images F without letting testee see them) et tu vas me dire si c'est l'image 1, 2 ou 3 que _____ (testee's name) décrit.

7. _____ (testee's name), maintenant, tu vas imaginer que tu es un(e) client(e) dans un restaurant à Montréal. _____ (friend's name) va être le garçon/la serveuse. Tu vas commander un plat dans chaque section. N'oublie pas d'être poli(e). (Give one menu to each student. The friend may tick off the items ordered.)

8. Merci à vous deux, et au revoir!

Images pour
Le test oral
8ième année

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Image A

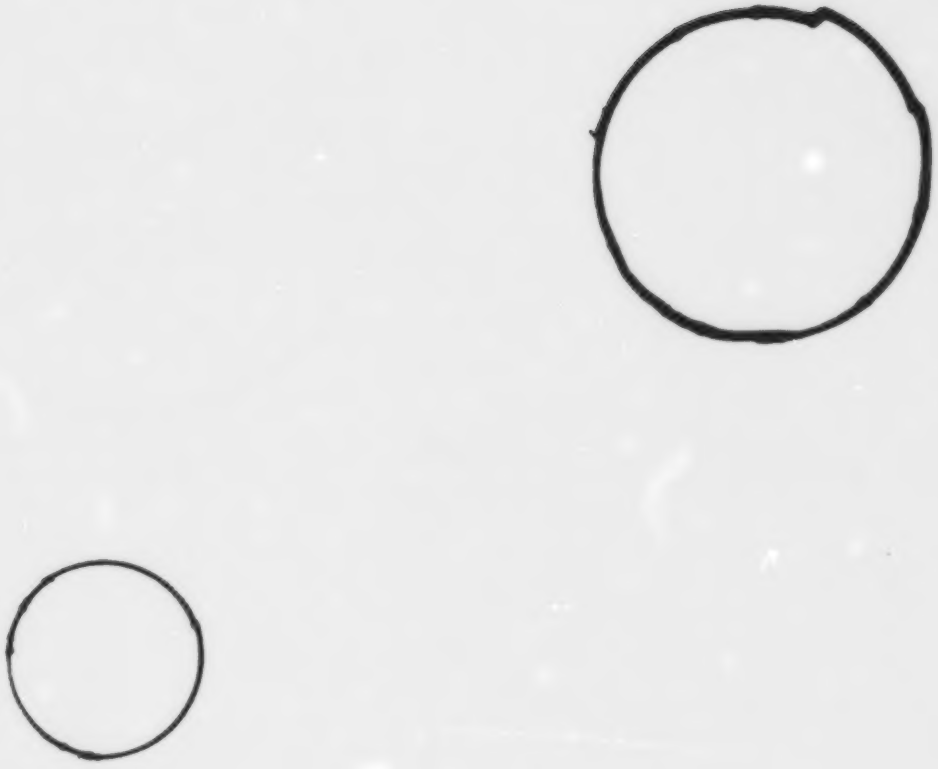
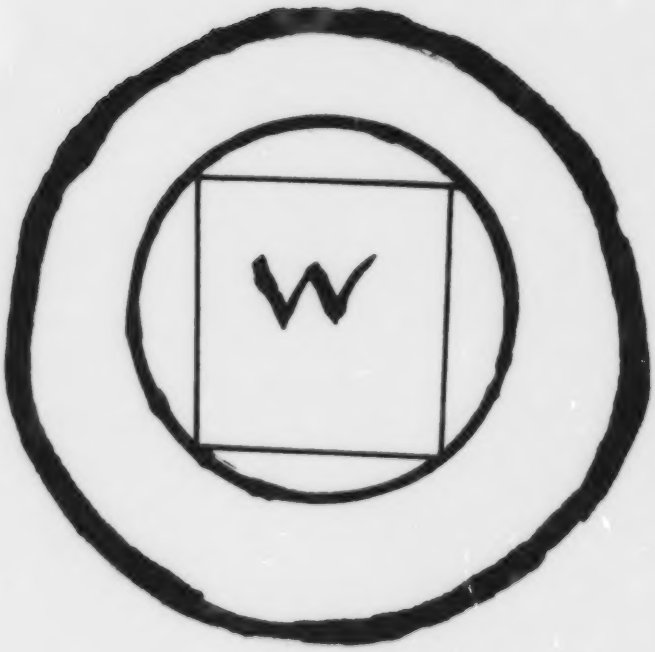


Image B



Images C

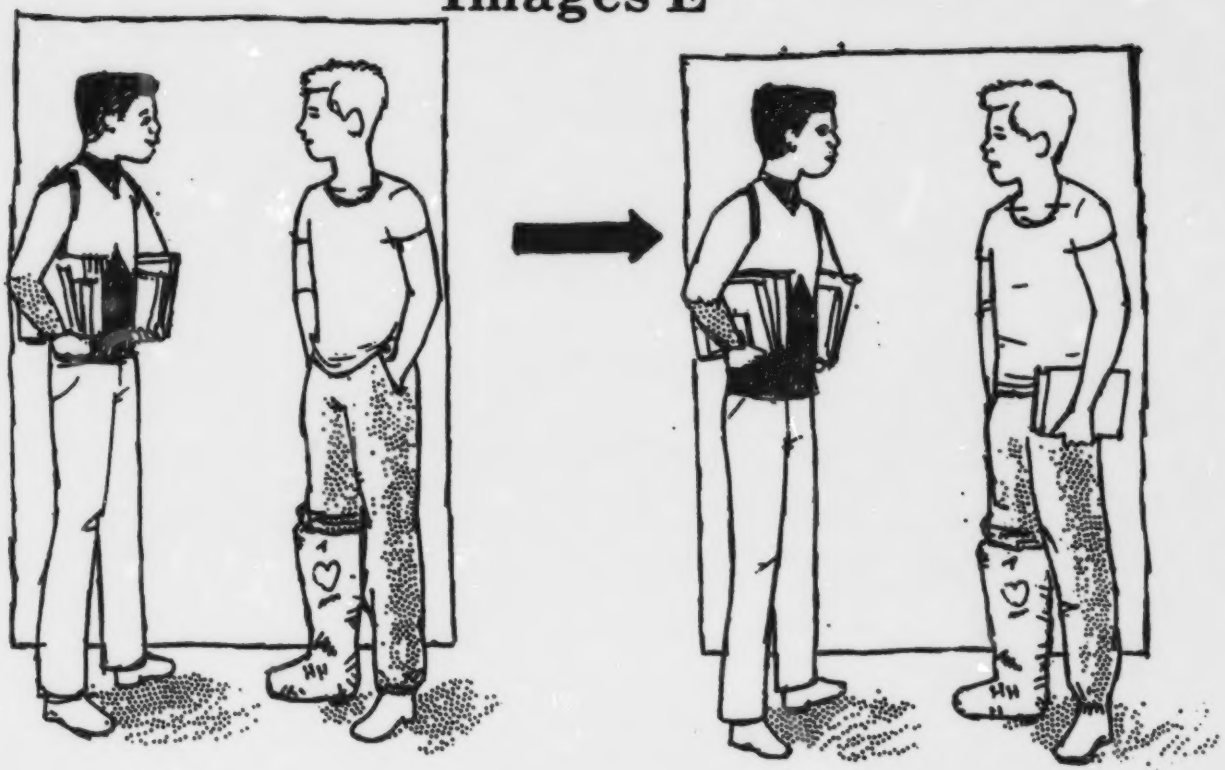
Images D

1

2

3

Images E



Images F

1

2

3

La Carte

- Jus d'orange
- Jus de tomate
- Soupe aux légumes
- Potage du chef

- Salade aux oignons et aux oranges
- Salade aux épinards et aux champignons

- Rôti de dinde avec farce
- Gratin de fruits de mer

- Pomme de terre au four
- Pommes frites
- Pommes de terre hachées

- Carottes beurrées
- Haricots verts
- Coeurs d'artichauts

- Tarte aux fruits en saison
- Crème glacée aux fruits

Thé, café, lait

Notes to the Teacher

Grade 8

Table of Contents

1. Order of tests page 1

2. Notes for "Test de compréhension auditive" page 2

3. Notes for "Test de lecture" page 3

4. Notes for "Dictée et composition" page 4

5. Notes on Student and Teacher Questionnaires page 5

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Order of the Tests

There are four tests in the series of Core French tests for Grade 8. We would ask you to administer these tests in the following order, if possible on consecutive days, but no two tests on the same day:

Test de Compréhension auditive

Test de lecture

Dictée et composition

Test oral

The Test oral is to be given on a withdrawal basis to eight randomly selected students from your class either by another French teacher or by a bilingual administrator. For the purposes of this test the students who are to be orally tested are to choose a friend to assist with the test. The friend must be a different person with each testee. This test will take about ten to fifteen minutes for each student being tested.

Notes for the "Test de compréhension auditive", Grade 8

The "Test de compréhension auditive" will require approximately 30 minutes, and you will need to have a high quality cassette player so that all the students in the class can hear the test tape.

1. Distribute the booklet "Test de Compréhension auditive" to the students, and have them fill in their names in the space provided. Do not let them open the booklets yet.

2. Explain that they are going to hear an interview with two Montreal students of about their age. Ask them to turn to page 1. The interviewer, Bernard, will introduce Marie-Hélène and Olivier. The first question on the tape is an example for everyone to do together.

   The interviewer asks a question, Marie-Hélène replies and then the announcer asks a comprehension question. This entire passage is then repeated. Next, the announcer will ask the students to turn to page 2, question 0. The question is then repeated, the students are to circle the correct answer: A, B, C or D.

   After the announcer has given the correct answer for the example to the students, stop the tape and ascertain if the students have understood the instructions, and that all students can hear the tape clearly.

   Start the tape again.

Notes for "Test de lecture", Grade 8

The test is contained in two booklets: "Test de lecture" and "Feuilles-réponses pour le test de lecture". Three reading selections are contained in "Test de lecture", and the questions for each passage are in the "Feuilles-réponses". They are as follows:

(a) Les enseignes à Montréal
(b) Le vélo-voyage
(c) La planche à roulettes

The total time allowed for the "Test de lecture" is 30 minutes, and we would ask you to time the test carefully, and not to allow the students extra time.

1. Test de lecture, Sections A, B and C

(i) Check to determine if the students have appropriate writing material. The use of dictionaries is not permitted.

(ii) Distribute to each student one copy of "Test de lecture" and one copy of "Feuilles-réponses pour le test de lecture". Ask them to fill in the information on the cover page of the "Feuilles-réponses".

(iii) Tell the students there are three sections to the test: Sections A, B and C.

(iv) Explain that all the reading for Section A is in the "Cahier de Feuilles-réponses." For Sections B and C, they will need to read the material in the "Test de lecture" booklet in order to answer the questions in the cahier.

(v) Tell the students to read all the material for each section before they start answering the questions.

(vi) Time the test carefully, and after 20 minutes have elapsed, warn the students that they have only 10 minutes left. After 30 minutes, collect both the "Test de lecture" and "Feuilles-réponses" booklets.

Notes for "Dictée et Composition"

There are three sections contained in the booklet "Dictée et composition".

(1) Dictée: "Journée de la bicyclette"
(2) Composition 1: "Une annonce"
(3) Composition 2: "Les uniformes d'école"

The total time allowed for the "Dictée et composition" is 30 minutes. Please do not give the students more than 30 minutes to do the test.

1. Dictée

(i) Check to be sure the students have appropriate writing equipment.

(ii) Distribute the booklet "Dictée et composition".

(iii) Ask the students to fill in the information on the cover page (i.e., name, etc.).

(iv) Explain to the students that the first section is a dictation. Ask them to look at page 1 of their booklet, "Dictée: Journée de la bicyclette". They will listen to the tape, and from it, they will fill in the blanks.

Explain that they will hear the dictation read all through once. Then a sentence will be read. Next they will hear a short group of words. It is at this point that the students should begin writing. At the end, the paragraph will be reread so they can check their work.

(v) Turn on the tape. Play the tape only once.

2. "Composition 1: Une annonce" and "Composition 2: Les uniformes d'école":

(i) Ask the students to turn to pages 2 and 3, and tell them they have 20 minutes for the two compositions.

(ii) At the end of the 20 minutes, collect the "Dictée et composition" booklets. Please do not allow extra time for finishing or reviewing.

Notes on Student and Teacher Questionnaires

After the students have completed all the tests, give them the "Student Questionnaire" which is on coloured paper.

Explain that the tests they have taken are not in the final version, and we are asking for their help in improving them.

We would also ask you to fill in the attached teacher's questionnaire as fully as possible so that we can produce a set of tests which, as much as possible, meet your needs.

We thank you and your students for your cooperation.

Test de lecture
8ième année

La vie à Montréal

©Ontario Institute for Studies in Education, 1988

Test de lecture

Dans ce test, il y a trois sections, A, B, et C.

Lis chacune des sections et réponds aux questions dans le cahier de feuilles-réponses.

Section A

Regarde page 1 du Cahier de Feuilles-réponses.

Section B

Le vélo-voyage

Quelques étudiants ont fait un vélo-voyage de Montréal à Rimouski. Voici les cartes postales qu'ils ont écrites à leurs amis à Montréal.

5 juillet

Salut Philippe!
Me voici en route de Sorel à Rimouski. En quittant Sorel, on a longé le fleuve St-Laurent. On suit la route 132 qui va jusqu'à la ville de Lévis. Hier, on a eu de la pluie toute la journée et j'étais trempé. Tous mes vêtements étaient mouillés. C'était dégueulasse! Passe cette carte aux autres de la gang. À bientôt.

Ton ami,
Olivier

Philippe Gagnon

194, avenue des Érables

Montréal, Qué.

010 101

8 juillet

Salut!
Me voilà à Lévis. Je suis allé à la terrasse de Lévis d'où la vue est splendide. De cette terrasse, on peut observer les bâteaux et admirer la Place Royale qui est juste en face. On part demain. J'espère qu'on va continuer de trouver très peu de voitures sur la route. Le terrain de camping est super avec une énorme piscine. Je m'amuse beaucoup.

Pierre

Thérèse Ouellet

250, avenue Blanc

Montréal, Qué.

010 101

12 juillet

Salut !
On a quitté Lévis par la route 132, et on roule vers Rimouski. On est maintenant tous en forme mais le soir on est très fatigués et on dort comme des bûches. Dormir en plein air ou dans une tente, c'est le fun, mais toujours manger des hot dogs, c'est "plate"! On a hâte d'arriver à Rimouski.

Bernard

Marc LeBlanc

190, avenue Dupuis

Montréal, Qué.

O1O 1O1

15 juillet

Salut!
Me voici enfin à Rimouski. on est arrivés aujourd'hui. On reste dans la résidence du Cégep. Au Cégep, il y a un Institut de marine où on étudie pour devenir navigateur de bâteau. Le fleuve est très large ici. La chose la plus fantastique, c'est qu'on mange à la cafétéria, et je n'ai plus besoin de faire la cuisine. Il fait un beau soleil. À bientôt.

Roger

Jacques Tremblay

150, avenue des Ormiers

Montréal, Qué.

O1O 1O1

Section C

La planche à roulettes

Marie-Hélène, une étudiante de 8ième année, fait une recherche sur les sports. Elle a choisi un sport très populaire parmi les jeunes, la planche à roulettes. Pour faire sa recherche, elle a interviewé Mathieu, 13 ans, grand amateur de planche à roulettes à Montréal.

Marie-Hélène: Mathieu, quand as-tu commencé à faire de la planche à roulettes?

Mathieu: J'ai commencé il y a un an.

Marie-Hélène: Quand tu fais de la planche, est-ce que tu en fais seul ou avec tes amis?

Mathieu: Les deux. En fin de semaine, j'en fais toujours avec mes amis et durant la semaine, j'en fais tout seul.

Marie-Hélène: Pour être bon, est-ce que tu dois pratiquer beaucoup?

Mathieu: Je pense que oui. Ça prend environ trois mois pour apprendre les manoeuvres de base. Après, tu pratiques les autres manoeuvres qui sont plus compliquées.

Marie-Hélène: De quel genre d'équipement as-tu besoin?

Mathieu: Bon, une planche naturellement, une bonne paire de souliers. Ça dépend aussi de quelle sorte de manoeuvres tu fais. Si tu es débutant, tu n'as pas besoin de beaucoup d'équipement, mais si tu es plus avancé, tu dois utiliser des protecteurs pour les genoux et pour les coudes. Aussi, si tu commences quand tu es jeune, tu devrais porter un casque protecteur.

Marie-Hélène: Est-ce que l'équipement coûte très cher?

Mathieu: Oui, pour des jeunes de notre âge. Mais, si tu commences avec une planche usagée, ça ne coûte pas trop cher.

Marie-Hélène: Merci de m'avoir donné des renseignements sur la planche à roulettes

Mathieu: De rien.

Cahier de
Feuilles-réponses
pour
Le test de lecture
8ième année

Name _____

School _____

Grade _____

Board of Education _____

Do not open this booklet until you are told to do so.

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Section A: Attention aux enseignes!

Voici des enseignes qu'on trouve à Montréal et dans les écoles à Montréal.

Trouve l'image qui explique l'enseigne.
Écris la lettre de l'image à côté.

Exemple:

0 DÉFENSE DE STATIONNER — A

1 NE COUREZ PAS DANS LES COULOIRS — ____

2 ÉTEINDRE LES LUMIÈRES — ____

3 NE MARCHEZ PAS SUR LE GAZON — ____

4 ATTENTION AUX ENFANTS — ____

5 INTERDIT DE JOUER DANS LE PARC DE STATIONNEMENT — ____

6 GARDONS NOTRE ÉCOLE PROPRE — ____

7 MARCHEZ À DROITE — ____

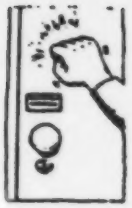
8 DÉFENSE DE FUMER — ____

9 FRAPPEZ, PUIS ENTREZ — ____

10 INTERDIT DE SE PROMENER À BICYCLETTE DANS LA COUR — ____

A

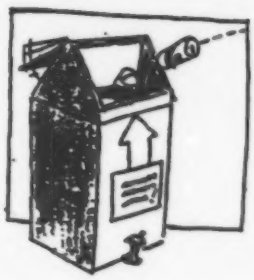
B



C

D

E



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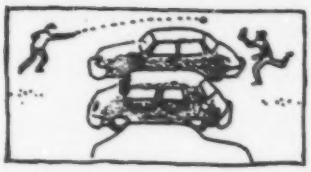

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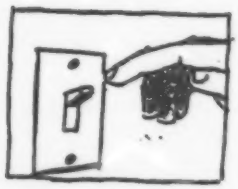

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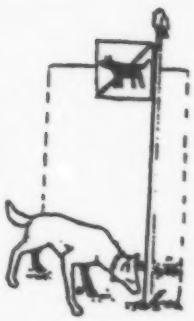

J

K

L

Section B

Le vélo-voyage

Lis les quatre cartes postales et réponds aux questions. Encercle la lettre de la bonne réponse.

1. Les étudiants ont:
   (a) traversé le fleuve St-Laurent.
   (b) voyagé loin du fleuve.
   (c) voyagé le long du fleuve.
   (d) nagé dans le fleuve.

2. Pendant combien de jours est-ce que les étudiants voyagent de Lévis à Rimouski?
   (a) trois jours
   (b) sept jours
   (c) huit jours
   (d) dix jours

3. En général, les amis ont:
   (a) fait la cuisine eux-mêmes.
   (b) mangé dans les restaurants.
   (c) mangé dans une cafétéria.
   (d) mangé très peu.

4. Bernard n'aime pas les repas parce que:
   (a) Roger fait la cuisine.
   (b) il déteste les hot dogs.
   (c) il préfère les hambourgeois.
   (d) c'est toujours la même chose.

5. Pendant le voyage:
   (a) il a fait du vent.
   (b) il a toujours fait beau.
   (c) il a plu.
   (d) il a plu et a fait du soleil.

Section C

La planche à roulettes

Lis l'entrevue "La planche à roulettes" et réponds aux questions. Encercle la lettre de la bonne réponse.

1. Mathieu fait de la planche à roulettes:
   (a) seulement pendant la semaine avec ses amis.
   (b) seulement en fin de semaine avec ses amis.
   (c) seul pendant la semaine et avec ses amis en fin de semaine.
   (d) seul en fin de semaine et avec ses amis pendant la semaine.

2. Mathieu a commencé à faire de la planche à roulettes:
   (a) il y a une semaine
   (b) il y a quelques mois
   (c) il y a une année
   (d) il y a quelques années

3. Pour devenir expert dans ce sport, on a besoin de:
   (a) pratiquer souvent
   (b) prendre des leçons
   (c) regarder les autres
   (d) lire un manuel

4. Quelles parties du corps sont le plus en danger quand on tombe d'une planche à roulettes?
   (a) les jambes, la tête et les mains
   (b) la tête, les coudes et les genoux
   (c) les coudes, les pieds et les genoux
   (d) les genoux, les mains, et les jambes

5. Une planche usagée veut dire:
   (a) une grande planche
   (b) une belle planche
   (c) une nouvelle planche
   (d) une vieille planche

Dictée et composition

8ième année

Name _____

School _____

Grade _____

Board of Education _____

Do not open this booklet until you are told to do so.

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Dictée

Journée de la bicyclette

_____ en voir _____ cyclistes?

On en _____ environ 20,000

_____. _____ prendront le

départ _____ olympique _____

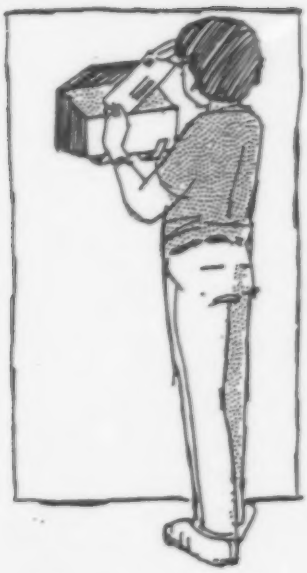
parcourir les _____ kilomètres du «Tour de l'île». Et

ailleurs _____? _____

organiser _____ journée de la bicyclette

_____, _____ quartier.

Composition 1. **Une annonce**



Tu cherches un correspondant, une correspondante. Écris une annonce pour le magazine *Québec* avec ton nom, ton adresse et ton âge. Mentionne trois de tes intérêts.

_____

_____

_____

_____

_____

_____

Composition 2. **Les uniformes d'école**

Penses-tu que c'est une bonne idée ou une mauvaise idée d'avoir des uniformes obligatoires à l'école? Donne trois raisons pour ton opinion.

Je pense que c'est une _____idée d'avoir des uniformes obligatoires à l'école parce que_____

_____

_____

_____

_____

_____

Test de compréhension auditive

8iéme année

Name _____

School _____

Grade _____

Board of Education _____

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Les matières dans une école secondaire

Ne tourne pas la page avant qu'on te le dise.

Question O

(a) les mathématiques

(b) l'anglais

(c) le latin

(d) les arts plastiques

La matière préférée d'Olivier

Ne tourne pas la page avant qu'on te le dise.

Question 1

(a) le français

(b) l'histoire

(c) les mathématiques

(d) la géographie

Les activités après l'école

Ne tourne pas la page avant qu'on te le dise.

Question 2

(a) le cours de gardienne avertie

(b) le cours de céramique

(c) le cours de théâtre

(d) le cours de dactylographie

Un projet à l'école

Ne tourne pas la page avant qu'on te le dise.

Question 3

(a) un projet pour aider les pauvres.

(b) un projet du recyclage

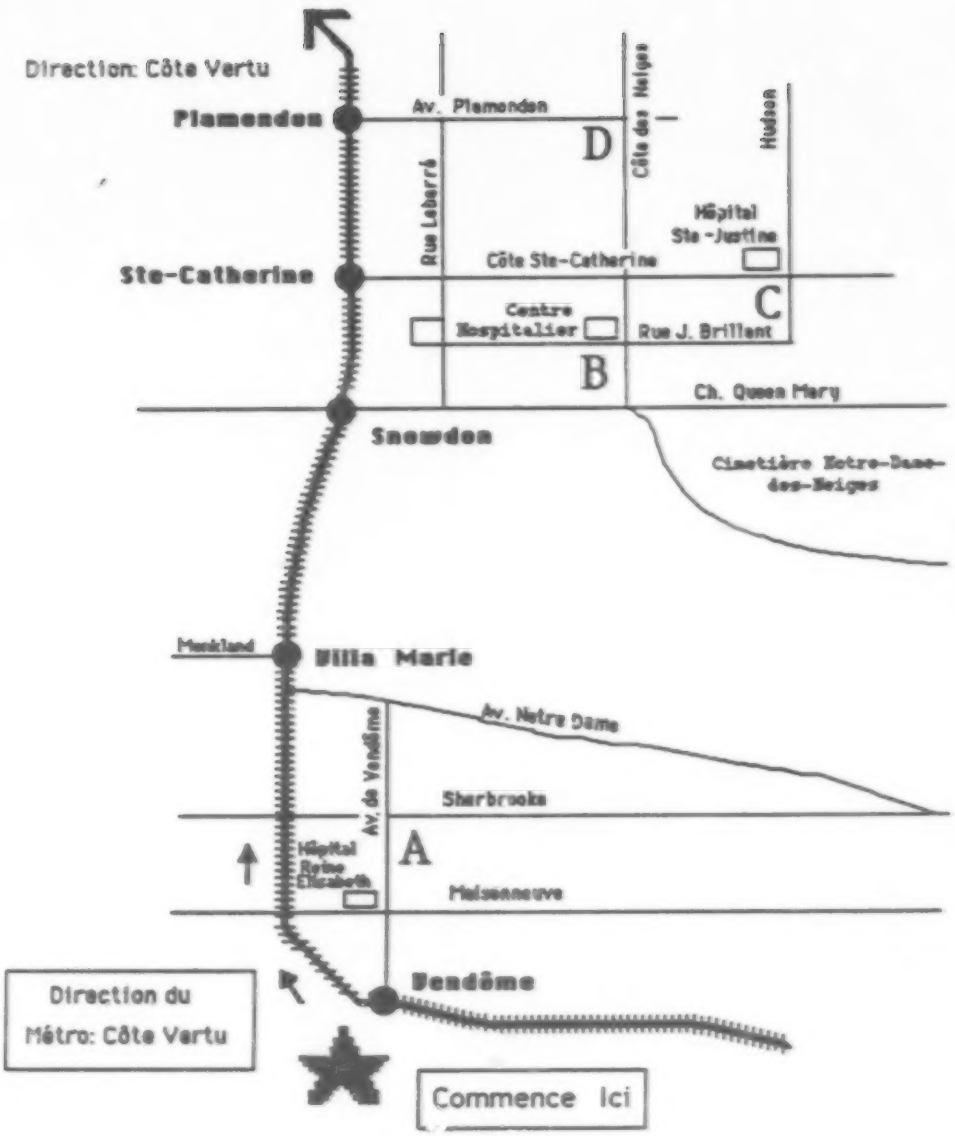
(c) un projet pour aider les enfants handicapés

(d) un projet pour nettoyer les parcs

La route d'Olivier pour aller à l'école

Ne tourne la page avant qu'on te le dise.

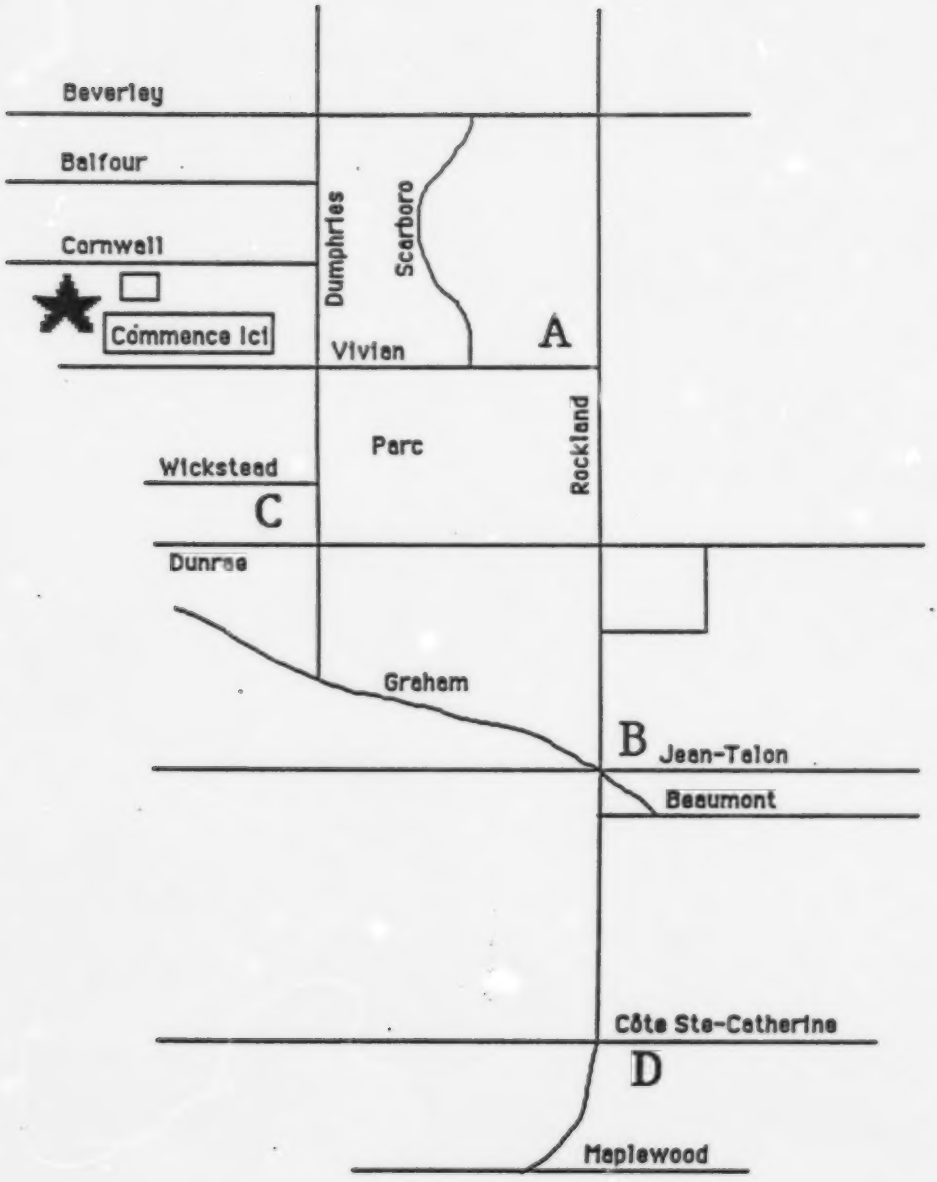
Question 4


Direction: Côte Vertu
Plamondon
Av. Plamondon
Côte des Neiges
Hudson
D
Rue Lebarré
Hôpital
Ste-Justine
Côte Ste-Catherine
Ste-Catherine
C
Centre
Hospitalier
Rue J. Brillant
B
Ch. Queen Mary
Snowdon
Cimetière Notre-Dame-
des-Neiges
Monkland
Villa Marie
Av. Notre Dame
Av. de Vendôme
Sherbrooke
A
Hôpital
Reine
Elizabeth
Maisonneuve
Vendôme
Direction du
Métro: Côte Vertu
Commence Ici

La route de Marie-Hélène pour aller à l'école

Ne tourne pas la page avant qu'on te le dise.

Question 5


Beverley
Balfour
Cornwall
Commence ici
Dumphries
Scarboro
Vivien
A
Parc
Rockland
Wickstead
C
Dunrae
Graham
B
Jean-Talon
Beaumont
Côte Ste-Catherine
D
Maplewood

Les fins de semaine

Ne tourne pas la page avant qu'on te le dise.

Question 6

(a) Il fait du ski avec ses amis.

(b) Il fait du camping avec sa famille.

(c) Il rend visite à ses amis aux États-Unis.

(d) Il rend visite à ses grand-parents.

Question 7

(a) Il s'amuse au centre-ville.

(b) Il joue au hockey.

(c) Il reste chez lui.

(d) Il va chez son oncle.

Les fins de semaine de Marie-Hélène

Ne tourne pas la page avant qu'on te le dise.

Question 8

(a) Elle aime aller au cinéma.

(b) Elle aime coucher avec ses amies.

(c) Elle aime faire du ski.

(d) Elle aime rendre visite à ses grand-parents.

Les activitiés d'hiver

Ne tourne pas la page avant qu'on te le dise.

Question 9

(a) regarder les sports à la télé

(b) faire des bonhommes de neige

(c) faire du ski alpin

(d) patiner et jouer au hockey

Question 10

(a) le patinage

(b) la télé

(c) la lecture de livres

(d) le hockey

Les émissions à la télévision

Ne tourne pas la page avant qu'on te le dise.

Question 11

(a) en anglais

(b) en anglais et en français

(c) en français

(d) pas en anglais et pas en français

Question 12

(a) Marie-Hélène

(b) Olivier

Pourquoi? _____

_____

Les passe-temps d'Olivier

Ne tourne pas la page avant qu'on te le dise.

Question 13

(a) sa collection de tickets d'autobus

(b) sa collection de disques

(c) sa collection de cartes de hockey

(d) sa collection de cassettes

Les passe-temps de Marie-Hélène

Ne tourne pas la page avant qu'on te le dise.

Question 14

(a) les timbres

(b) les poupées des pays étrangers

(c) les bouteilles de parfum

(d) les boucles d'oreille

Les sports à Montréal

Ne tourne pas la page avant qu'on te le dise.

Question 15

(a) au Forum et à la Ronde

(b) au Stade Olympique et au Vélodrome

(c) au Stade Olympique et à l'Aquaparc

(d) au Forum et au Stade Olympique

Question 16

(a) le hockey

(b) le baseball

(c) le soccer

(d) le patinage de vitesse

Teacher Questionnaire (Grade 8)

Name _____

School _____

School Board _____

1. At what grade did most of the students who tried these tests start French? _____

2. Please comment on the various tests as to: (1) appropriate length of time for test; (2) student reaction to test; and (3) any comments you wish to make about the test.

   (a) Test de lecture _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   (b) Dictée et composition _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

(c) Test de compréhension auditive _____

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your help in testing this material.

Student Questionnaire (Grade 8)

Name _____

School _____

School Board _____

Section A.

1. Please check each and every grade in which you have taken French at school.

Kindergarten	____	Grade 4	____
Grade 1	____	Grade 5	____
Grade 2	____	Grade 6	____
Grade 3	____	Grade 7	____

2. Have you ever been in a French immersion program? Yes ____ No ____

   If yes, in which grades? _____

3. Is there any language, not counting English, that you use at all outside school?

   Yes ____ No ____

   If you answered NO, please go on to Section B, page 2.

4. Please list the language(s), not counting English, that you can understand when they are written and/or when they are spoken. (If you understand more than one language, please circle the one you're best at.)

   when written _____

   when spoken _____

5. Compared to English, how easy is it for you to use this language for each of the following? (If you've written down more than one language above, answer this question for the language you know best.)

	easier than English	about the same	less easy than English	much less easy than English	can't do at all in this language
speaking	1	2	3	4	5
listening	1	2	3	4	5
writing	1	2	3	4	5
reading	1	2	3	4	5

6. How often do you use this language?

   ___ rarely ___ monthly ____ weekly ____ daily

7. How often is English and any other language spoken in your home? (Circle your answer for each.)

	Never	Hardly ever	Sometimes	About half the time	Most or all the time
English	1	2	3	4	5
Other _____	1	2	3	4	5
Other _____	1	2	3	4	5

Section B.

You have just tried a series of French tests. Would you please give us your reaction to them?

1. Were the tests too long or too short?

	Too long	About right	Too short
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

2. Were the tests too difficult or too easy?

	Too easy	About right	Too difficult
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

3. Please give us your comments about each of the tests.

(a) Test de lecture _____

_____

_____

(b) Dictée et composition _____

_____

_____

(c) Test de compréhension auditive _____

_____

_____

(d) Test oral (if you took it) _____

_____

_____

Thank you for your help in evaluating these tests.

The Ontario Institute for Studies in Education
252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641
Modern Language Centre

MEMORANDUM

To: The teachers participating in the Grade 12 Core French Test project

Date: Feb. 4, 1988

From: Birgit Harley, Sharon Lapkin, Joyce Scane

Re: Grade 12 Core French Tests

We wish to thank you and your students for participating in the testing of the new Core French testing materials for Grade 12. We hope that you will find the materials both worthwhile and enjoyable.

The materials you will need for these tests are as follows:

1. "Notes for the Teacher": please read carefully and follow as closely as possible so we can more accurately ascertain the results of the testing on an across-Canada basis.

2. "Test de lecture": this test is contained in two booklets, "Test de Lecture" and "Feuilles-Réponses pour Le test de lecture". Each student will need one copy of each booklet.

3. "Dictée et composition": each student will require one copy of the booklet. One copy of the cassette tape for the "Dictée" is enclosed. Please use a high quality cassette player.

4. "Test de compréhension auditive": each student will require one copy of the answer booklet. The test tape is enclosed. Please use a high quality cassette player.

5. Student questionnaire: to be completed after all the tests have been given.

Please administer the tests in the above order, i.e., lecture, dictée et composition, compréhension auditive, on consecutive days, if possible, but no test should be given on the same day as another test. These tests should also be given prior to the speaking test which is to be administered to the students by a qualified person other than their classroom teacher.

If you encounter any problems with the instructions or the materials, would you please write your comments on the teacher questionnaire.

When you have finished administering the tests, would you please return all of the materials either to your test co-ordinator or to Joyce Scane, Modern Language Centre, OISE, 252 Bloor St. West, Toronto, Ont., M5S 1V6.

Thank you again for testing these materials. Your co-operation is essential in the creation of testing materials for Grade 12 Core French programs.

The Ontario Institute for Studies in Education
252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641

Modern Language Centre

MEMORANDUM

To: The persons administering the "Test oral"

Date: February 4th, 1988

From: Birgit Harley, Sharon Lapkin, Joyce Scane

Re: Grade 12 Core French Testing Materials

Thank you for your participation in the development of the Grade 12 Core French tests.

To administer this test you will need a cassette recorder, four blank cassette tapes, and one copy each of "Notes for the Administration of the Test oral" and the "Images pour le test oral." Please use a high quality cassette recorder. We also request that you follow the instructions in the "Notes" as precisely as possible. The students are to be shown the "Images" only as indicated in the "Notes".

If at all possible, would you try out this test in advance on at least one student who will not be involved in the later tests? This procedure will enable you to anticipate any problems which may arise during the actual testing process. The "Test oral" is to be given to eight randomly selected students in each class, and should follow the other tests which the classroom teacher will administer.

Would you please indicate on the attached sheet any problems you encountered with the instructions, and then return them, with the materials and the labelled cassettes, either to your coordinator for the tests, or to Joyce Scane, Modern Language Centre, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Thank you for your assistance in these testing procedures. Your co-operation is essential in the process of creating good testing materials for Grade 12 Core French students.

Comments

Test oral: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Nom: _____

École: _____

Conseil scolaire: _____

12ième année

Notes for the Administration of the Test oral 12ième année

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Notes for the Administration of the "Test oral"

The "Test oral" is to be administered by a person other than the student's regular Core French teacher in a quiet, but comfortable room. The test will take approximately ten to fifteen minutes, and will be given to 8 randomly selected students.

Before beginning the test, try to establish a friendly atmosphere and put the student at his or her ease so the conversation can flow easily. React in a natural way to the student's responses.

Since the test is to be recorded, place the recorder close to the student. Ask the student the first two questions, and then play them back to be sure that the cassette recorder is working properly. Please be sure that you have available a sufficient number of blank tapes to record the students who will be taking the test. Record one student only on each side of the tape, and label the tape with the student's name and school.

The questions to be asked by the interviewer, along with Images A, B, C and the Liste de livres, follow.

Questions to be asked by the interviewer:

1. Bonjour, ça va bien?
2. Comment t'appelles-tu?
3. Qu'est-ce que tu aimes faire le mieux à l'école?
4. Qu'est-ce qu'on fait aujourd'hui dans la classe de français?
5. Est-ce que tu trouves que le français est facile ou difficile?
6. Est-ce que tu penses que l'étude du français devrait être obligatoire? Pourquoi?
7. Maintenant, je vais te montrer une histoire en images. C'est l'histoire d'une jeune fille et de son réveille-matin. Veux-tu me raconter l'histoire de cette jeune fille? (Donnez l'image "A" à l'étudiant(e).)
8. Maintenant je vais te montrer une autre histoire en images. Raconte-moi ce qui s'est passé. N'oublie pas de répondre aux questions écrites à côté des images.
9. Le pauvre garçon n'a pas d'argent pour son lunch. Imagine que je suis la secrétaire et que tu es le garçon. Quelle question est-ce que tu me poses?
10. C'est triste de perdre quelque chose, n'est-ce pas? On se souvient de cela longtemps. Est-ce que tu peux te souvenir d'une autre expérience que tu as eue avant? L'expérience peut être triste ou heureuse.

11. Imagine maintenant que ton professeur de français t'a demandé d'acheter des livres à la librairie française. Il t'a donné une liste de livres que tu dois lire au vendeur.

12. Maintenant, imagine que tu entres dans la librairie et que c'est moi le vendeur/la vendeuse. (Donnez la liste de livres à l'étudiante(e).)

Vendeur/Vendeuse: Bonjour, est-ce que je peux vous/t'aider?

Merci beaucoup et au revoir.

Images pour

Le test oral

12ième année

© Ontario Institute for Studies in Education, 1988

A

Une jeune fille et son réveille-matin.

B

Le porte-feuille perdu

Quand?

Comment?

C

Qu'est-ce qu'il a dit?

Description de l'objet perdu?

Qu'est-ce qu'il y avait dedans?

Liste de livres à acheter

1. "Un peu de nouveau"
2. "Livre de lecture"
3. "Tin-Tin au désert"
4. "Aux yeux des petits"
5. "La pollution"
6. "La tentation"
7. "Une aventure à Trois Rivières"
8. "Un homme et son chien"

Notes to the Teacher

12ième année

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2. Notes for "Test de lecture" page 2

3. Notes for "Dictée et composition" page 3

4. Notes for "Test de compréhension auditive" page 5

5. Notes on Student and Teacher's Questionnaires page 7

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Order of the Tests

There are four tests in the series of Core French tests for Grade 12. We would ask you to administer these tests in the following order, if possible on consecutive days, but not on the same day:

Test de lecture

Dictée et composition

Test de Compréhension auditive

Test oral

The "Test oral" is to be given on a withdrawal basis to eight randomly selected students from your class either by another French teacher or by a bilingual administrator. This test will take about ten to fifteen minutes for each student being tested.

Notes to the Teacher for the Administration of the "Test de lecture"

The reading test is contained in two booklets: "Test de lecture" and "Feuilles-réponses pour le test de lecture". Three reading selections are contained in "Test de lecture", and the questions for each passage are in the "Feuilles-réponses". They are as follows:

(a) Le système scolaire au Québec - 10 min.
(b) Un espoir pour les décrocheurs et les décrocheuses - 10 min.
(c) Attendez que je me rappelle - 10 min.

The total time allowed for the "Test de lecture" is 30 minutes, and we would ask you to time the test carefully, and not to allow the students extra time.

1. Test de lecture A, B and C

(i) Check to determine if the students have appropriate writing material. The use of dictionaries is not permitted.

(ii) Distribute to each student one copy of "Test de lecture" and one copy of "Feuilles-réponses pour le test de lecture". Ask them to fill in the information on the cover page of the "Feuilles-réponses."

(iii) Draw their attention to the arrangement of the two booklets. Test de lecture A is on page 1 of "Test de lecture", and the questions for it are on pages 1 and 2 of the "Feuilles-réponses". Test de lecture B is on page 2 and the accompanying questions are on pages 3 and 4 of the "Feuilles-réponses". Test de lecture C is on page 3 of "Test de lecture" and the questions are on page 5 of the "Feuilles-réponses".

(iv) Time the test carefully, and after 20 minutes have elapsed, warn the students that they have only 10 minutes left. After 30 minutes, collect both the "Test de lecture" and the "Feuilles-réponses" booklets.

Notes to the Teacher Concerning the Administration of the "Dictée et composition"

There are three writing tests contained in the booklet "Dictée et composition".

(1) Dictée - 10 minutes
(2) Letter correction exercise - 10 minutes
(3) Composition: "Les bonnes notes" - 10 minutes

The total time allowed for the "Dictée et composition" is 30 minutes. Please do not give the students more than 30 minutes to do the test.

1. Section A - Dictée

(i) Check to be sure the students have appropriate writing equipment.

(ii) Distribute the booklet "Dictée et composition".

(iii) Ask the students to fill in the information on the cover page (i.e., name, etc.)

(iv) Explain to the students that the first test is a dictation, and they are to listen carefully to the recorded instructions.

(v) Start the tape. READ (silently) THE FOLLOWING INSTRUCTIONS WHICH ARE RECORDED ON THE TAPE.

"Vous avez déjà lu un texte sur les décrocheurs. Vous allez maintenant entendre un court paragraphe qui parle de l'école des décrocheurs.

• Écoutez attentivement les directives suivantes:

Premièrement, vous allez entendre le paragraphe au complet une fois. N'écrivez pas tout de suite.

Deuxièmement, vous allez entendre une phrase au complet, puis chaque partie de cette phrase deux fois. À ce moment, prenez votre crayon, écoutez et écrivez.

Troisièmement, vous allez entendre une dernière fois le paragraphe au complet."

(vi) **STOP the tape at this point, and explain to the students any of the instructions they did not understand.**

(vii) Ask the students to turn to page 1 of "Dictée et composition".

(viii) Restart the tape so the students can begin writing.

2. Sections B and C

Note: 20 minutes are allowed for Sections B and C.

(i) Ask the students to turn to page 2 of the "Dictée et composition" booklet.

(ii) Draw their attention to the "Exemple" for Section B, and then to the drawing on page 3 which will help explain the topic of Section C.

(iii) At the end of the 20 minutes, collect the "Dictée et composition" booklets. Please do not allow extra time for finishing or reviewing.

Notes to the Teacher for the Administration of the "Test de Compréhension Auditive"

The "Test de compréhension auditive" will require approximately 20 minutes, and you will need to have a high quality cassette player so that all the students in the class can hear the test tape clearly. Play the first few sentences to verify that all the students can hear the tape clearly.

1. Distribute the booklet "Test de compréhension auditive" to the students, and have them fill in their names in the space provided. Do not let them open the booklets yet.

2. Start the tape which begins with the instructions and a sample question. The taped instructions are transcribed for you below. Note that you are requested to stop the recording in two places to determine if the students have understood the directions.

Directives enregistrées pour le "Test de compréhension auditive".

Ceci est un test de compréhension. Vous allez entendre une entrevue avec deux jeunes québécois. Vous n'allez pas comprendre chaque mot de l'entrevue. Ne vous inquiétez pas. Si vous comprenez le sens général, vous pouvez répondre correctement aux questions.

L'entrevue est divisée en plusieurs sections. Vous allez entendre chacune des sections deux fois. Après chaque section vous entendrez des questions qui s'y rapportent. Les questions seront répétées deux fois. Les réponses aux questions sont imprimées dans votre livret de feuilles-réponses. Chaque question est indiquée par son numéro. Faites bien attention à la question, lisez les réponses qui vous sont proposées, et faites un cercle autour de la meilleure. Ne tournez pas la page de votre livret avant qu'on vous le dise.

Nous allons faire un exemple ensemble. Écoutez attentivement la section qui suit.

(DIRECTIVES AU PROFESSEUR: BIEN ARRÊTEZ LE MAGNÉTOPHONE ICI, ET VÉRIFIEZ SI LES ÉTUDIANTS ONT COMPRIS LES DIRECTIVES QUI PRÉCÈDENT.)

Julie: Bonjour, je m'appelle Julie. Vous allez entendre une entrevue avec Anne-Marie et Philippe. Ce sont deux étudiants québécois de votre âge qui vont nous parler de leur vie à Montréal.

Est-ce que tu peux me dire d'abord quel est ton nom et à quelle école tu vas?

Anne-Marie: Mon nom est Anne-Marie Guertin. J'ai dix-sept ans ..... sauf que c'est à part du secondaire.

Maintenant, tournez la page de votre livret à la question sur l'exemple. Nous sommes à la page 2. Écoutez la question zéro.

(2 fois) "Selon la jeune fille, Anne-Marie, à quoi ressemble le cégep?"

"À la 12e et 13e année en Ontario."

La bonne réponse est "C"

Encerclez la lettre "C."

Maintenant, écoutez la prochaine section. Ne tournez pas la page avant qu'on vous le dise.

(PROFESSEUR: S'IL VOUS PLAÎT, VÉRIFIEZ SI LES ÉTUDIANTS ONT BIEN COMPRIS LES DIRECTIVES JUSQU'ICI.)

Notes on Student and Teacher Questionnaires

After the students have completed all the tests, give them the "Student Questionnaire" which is on coloured paper to complete.

Explain that the tests they have taken are not in the final version, and we are asking for their help in improving them.

We would also ask you to fill in the attached teacher's questionnaire as fully as possible so that we can produce a set of tests which, as much as possible, meet your needs.

We thank you and your students for their co-operation.

Test de lecture
12ième année

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Test de lecture

Voici un test de lecture. Il y a trois sections: A, B et C.

Lis chacun des sections et réponds aux questions qui se trouvent dans le cahier de feuilles-réponses.

Section A

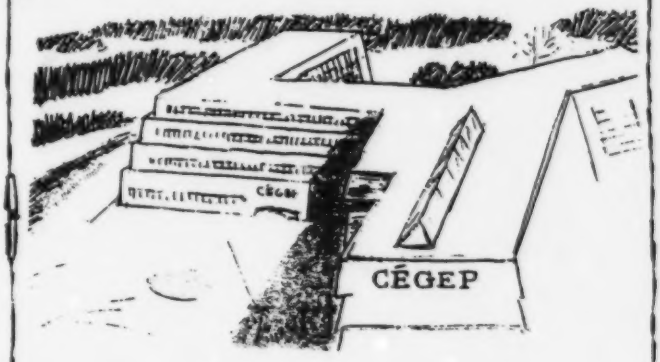
LE SYSTÈME SCOLAIRE DU QUÉBEC

Le système scolaire du Québec comprend une gamme de niveaux: primaire, secondaire, cégep et universitaire.

Les écoles primaires et secondaires

Dans les écoles primaires, les classes vont de la maternelle à la 6e année. Pour être admis en 1ère année, les élèves doivent être agés de six ans au 1er octobre. Dans les écoles secondaires, les classes s'échelonnent du secondaire I au secondaire V. Tous les élèves du Québec doivent compléter avec succès leur secondaire V pour être admissibles dans une institution post-secondaire.

En plus du programme régulier qui conduit vers les études post-secondaires, toutes les écoles secondaires offrent des cours commerciaux approuvés par le gouvernement. En outre, certaines écoles secondaires proposent un choix de programmes de formation professionnelle, tels que la mécanique automobile, la coiffure, le traitement de textes, le dessin technique, le secrétariat et la technique dentaire. D'autres écoles, quant à elles, offrent des programmes de formation professionnelle plus limités.



Le cégep et l'université

Les étudiants qui obtiennent un diplôme d'une école secondaire au Québec peuvent être admis dans tous les collèges et dans toutes les universités au Canada. Cependant, les critères d'admission varient d'une institution à l'autre. La majorité des diplômés des écoles secondaires québécoises qui veulent poursuivre leurs études s'inscrivent au cégep. Pour être admis à l'université, les étudiants devront avoir complété avec succès leur cégep I et II. Au niveau du cégep, il existe aussi des programmes de formation professionnelle d'une durée de trois ans. Celui ou celle qui veut devenir, par exemple, infirmier(ière), photographe professionnel(le), technicien(ienne) soit en foresterie, en informatique, en laboratoire ou en garderie, s'inscrira à un de ces programmes de formation professionnelle.

Cégep: Collège d'éducation générale et professionnelle

Test de lecture B

UN ESPOIR POUR LES DÉCROCHEURS ET LES DÉCROCHEUSES

Par Aline Tremblay

Au Québec, comme partout au Canada, des adolescents quittent l'école avant de terminer leur programme. Plusieurs commissions scolaires ont élaboré des programmes spéciaux pour les décrocheurs et les décrocheuses.

À Montréal, des programmes spéciaux dans plusieurs écoles secondaires essaient de rompre le "cercle vicieux de l'échec" qui prend au piège les étudiants qui ont quitté l'école sans finir leur programme. J'ai rencontré un ancien décrocheur ainsi que la directrice de son école. Ils ont accepté de répondre à mes questions.

A.T.: Dis-moi, Martin, pourquoi as-tu quitté l'école?

Martin: J'avais hâte de travailler. J'en avais assez de l'école et j'avais envie de gagner de l'argent.

A.T.: Et pourquoi as-tu décidé de retourner à l'école?

Martin: J'ai fait toutes sortes de petits travaux qui ne me plaisaient pas vraiment. Puis, j'ai décidé de finir mon secondaire professionnel en me spécialisant en mécanique d'entretien. Comme ça, je peux travailler dans quelque chose que j'aime.

A.T.: Est-ce que la vie des décrocheurs est difficile?

Martin: Pas mal, oui. Les emplois sont difficiles à trouver parce qu'on nous perçoit comme des indisciplinés.

A.T.: Madame, quel est l'objectif du programme pour les décrocheurs?

Directrice: L'objectif est de réintégrer ces étudiants à la vie scolaire normale en les rendant plus confiants et plus conscients de leurs possibilités. Le programme veut rompre le cercle vicieux de l'échec et amener les jeunes à avoir des comportements positifs axés sur la réussite.

A.T.: Comment votre programme est-il différent du programme normal de l'école secondaire?

Directrice: Pour vous donner un exemple, les classes sont petites, elles regroupent seulement dix étudiants. Donc, les professeurs peuvent passer plus de temps avec chacun des étudiants.

A.T.: Martin, qu'est-ce que tu penses de ton école?

Martin: L'école des décrocheurs, c'est super! L'horaire est très souple et les profs peuvent passer plus de temps avec nous. Comme ils sont très disponibles, je peux finir mon secondaire plus rapidement. Je prends les bouchées doubles, mais ce n'est pas ça qui me fait peur. J'ai assez perdu de temps comme ça!

Test de lecture C

René Lévesque: Attendez que je me rappelle

Journaliste de profession puis ministre libéral, René Lévesque à la tête du Parti québécois a été élu premier ministre du Québec en 1976. Il dirigea le Québec jusqu'en 1985. Il est décédé subitement en 1987.

Dans cet extrait de ses mémoires, il décrit sa jeunesse à New Carlisle en Gaspésie.

Quant à l'école, ce fut un vrai pique-nique. Misérable cabane à plus d'un kilomètre de la maison, de celles qu'on nommait "one-room schoolhouse". Certains jours d'hiver où la poudrerie fouettait au visage, je me rappelle avoir fait tout le parcours à reculons. Autour du poêle à bois qui rougeoyait au milieu de la place, on empilait foulards et coupe-vent d'où montait rapidement un solide nuage de vapeur qui empêchait la maîtresse d'y voir clair. Derrière cet écran, toute la bande se retrouvait pour se pousser des coudes en lançant des farces plates et des avions de papier qui énervaient la malheureuse Miss Gorman et, vers la fin de la journée, la rendaient enragée. Y apprenait-on à compter? Un peu, malgré tout. À écrire? Si peu que pas. À parler? Oui, et dans les deux langues à la fois.

À lire? Pas nécessaire. L'électricité n'était pas encore entrée dans nos vies, mais nous avions de belles lampes à l'huile dont nous pouvions augmenter ou réduire la force à volonté, et dans cette souple lumière j'avais appris mes lettres sur les genoux de mon père, dans un grand livre rouge des Éditions Mame. On y rancontait des histoires abondamment illustrées, d'un certain LaFontaine, dont je sus plus tard qu'il s'agissait de chefs-d'oeuvre. Et c'est ainsi que, de fil en aiguille, non seulement j'appris à lire mais contractai un appétit dévorant pour le papier imprimé.

(Montréal: Éditions Québec/Amérique, 1986)

Cahier de
Feuilles-réponses
pour
Le test de lecture
12ième année

Name _____

School _____

Grade _____

Board of Education _____

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Lis section A: "Le système scolaire du Quebec."
Réponds aux questions suivantes.

A. 1. La famille Liu a déménagé de Vancouver à Montréal. La fille, Yilin, a 16 ans et est en 11ème année en Colombie-Britannique. Son frère, Da Ming, a 13 ans et est en 8ème année, et leur soeur, Gen Ling, a 8 ans et est en 3ème année. Ils parlent très peu le français. À Montréal, Yilin, Da Ming et Gen Ling seront admis:

	Niveau	Année
(a) Yilin	_____	_____
(b) Da Ming	_____	_____
(c) Gen Ling	_____	_____

A. 2. Si tu étais étudiant(e) au Québec, où te trouverais-tu actuellement dans le système scolaire? Réponds en français.

Niveau	Année
_____	_____

A. 3. À l'école secondaire et au cégep, l'étudiant(e) a le choix de nombreux programmes de formation professionnelle. Écris sur la ligne le numéro de la profession qui correspond à la fonction décrite.

Fonctions	Réponse
Exemple	
Une personne qui s'occupe de la nourriture	12
(a) Une personne qui prend soin des malades	_____
(b) Une personne qui analyse le sang	_____
(c) Une personne qui prend soin des cheveux	_____
(d) Une personne qui s'intéresse aux arbres	_____
(e) Une personne qui analyse des données à l'ordinateur	_____
(f) Une personne qui s'occupe des enfants	_____
(g) Une personne qui répare des voitures	_____
(h) Une personne qui s'occupe de l'hygiène de la bouche	_____
(i) Une personne qui travaille avec un appareil photo	_____
(j) Une personne qui produit des plans	_____

Liste des professions

1 un(e) technicien(ienne) en dentaire
2 un(e) technicien(ienne) en foresterie
3 un(e) coiffeur(euse)
4 un(e) technicien(ienne) en informatique
5 un(e) technicien(ienne) en laboratoire
6 un(e) mécanicien(ienne) automobile
7 un(e) dessinateur(trice)
8 un(e) spécialiste en traitement de textes
9 un(e) infirmier(ière)
10 un(e) photographe
11 un(e) technicien(ienne) en garderie
12 un(e) cuisinier(ière)

Lis section B: "Un espoir pour les décrocheurs et les décrocheuses."
Réponds aux questions suivantes.

B 1 Indique si ce qui suit est vrai ou faux. Si c'est faux, corrige le mot incorrect ou les mots incorrects dans la phrase selon l'exemple.

Exemple:

	Vrai	Faux	Correction
Les décrocheurs ont la vie satisfaisante	____	X	difficile
a) Les emplois pour les décrocheurs sont rares.	____	____	_____
b) Martin est retourné à l'école parce que ses emplois étaient ennuyeux.	____	____	_____
c) Le monde a la perception que les décrocheurs sont disciplinés.	____	____	_____
d) L'objectif du programme est la séparation des décrocheurs de la vie scolaire.	____	____	_____
e) Souvent les décrocheurs n'ont pas de confiance en soi.	____	____	_____
f) On encourage les comportements vicieux.	____	____	_____
g) Les décrocheurs sont habitués à la réussite	____	____	_____
h) L'horaire est fixe.	____	____	_____
i) Les classes pour les décrocheurs sont petites, donc les professeurs passent peu de temps avec les étudiants.	____	____	_____
j) Les étudiants peuvent finir très rapidement, s'ils le veulent.	____	____	_____

B. 2 Trouve dans le texte de lecture B des mots avec la même racine que les mots donnés ci-dessous.

Exemple:

encercler - le cercle

a) disposer _____

b) espérer _____

c) la perte _____

d) la bouche _____

e) échouer _____

Lis section C: "René Lévesque: Attendez que je me rapelle."
Réponds aux questions suivantes.
Encercle la réponse correcte pour les questions 1 à 8.

C. 1. Un bon titre pour ce passage serait:

(a) Une école des pionniers
(b) Un pique-nique à la campagne
(c) L'éducation de René Lévesque
(d) Les farces dans une petite école gaspésienne

2. Dans le premier paragraphe, quel temps faisait-il?

(a) Il faisait du soleil
(b) Il faisait une tempête de neige
(c) Il pleuvait
(d) Il faisait du brouillard

3. René Lévesque parle d'un "écran". C'était un écran créé par

(a) la fumée
(b) les foulards
(c) la grosse toile
(d) les coupe-vent

4. Qu'est-ce qui enrageait Miss Gorman?

(a) les élèves qui se chicanaient
(b) les élèves qui parlaient anglais
(c) le poêle qui rougeoyait
(d) les plaisanteries et les tours bêtes

5. Les oeuvres de LaFontaine sont:

   (a) des romans
   (b) des essais
   (c) des fables
   (d) des pièces de théâtre

6. René Lévesque a pris goût à la lecture:

   (a) grâce à Miss Gorman
   (b) grâce aux histoires de LaFontaine
   (c) grâce aux livres des Éditions Mame
   (d) grâce aux genoux de son père

7. L'expression "si peu que pas" (lignes 15 et 16) veut dire:

   (a) pas du tout
   (b) avec difficulté
   (c) beaucoup
   (d) très peu

8. L'expression "à volonté" (ligne 21) veut dire:

   (a) graduellement
   (b) comme on voulait
   (c) si on voyait mal
   (d) le soir

Dictée et composition

12ième année

Name _____

School _____

Grade _____

Board of Education _____

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Section A

Dictée

Section B

Lis le passage suivant et corrige les erreurs soulignées. Écris les corrections au-dessus des fautes. Tu peux corriger en mettant plus de mots ou moins de mots, ou en changeant l'ordre des mots.

Une jeune étudiante du Manitoba écrit une lettre à son ancien professeur de français. La jeune fille a reçu une bourse pour étudier au Québec durant l'été. Ce programme de bourse est disponible aux étudiants canadiens qui ont complété leur programme secondaire de français.

Exemple: Voici son lettre.

Sainte-Foy, le 5 juillet

Monsieur Létourneau,

Vous sûrement serez surpris de recevoir de mes nouvelles de la ville de Québec. J'ai eu la chance de recevoir une bourse de venir étudier le français ici pendant six semaines. J'espère que mon français va vraiment s'améliorer durant mon séjour. J'ai décidé d'habiter dans une famille canadienne-française et quand j'ai arrivé à la gare, les Palardeau et leurs enfants m'attendaient. Ils m'ont accueilli très chaleureusement comme si j'ai déjà fait partie de la famille.

Nous habitons à la banlieue de Québec. Il y a un immense jardin derrière la maison mais mieux encore, les voisins d'à côté ont une piscine! Je partage une chambre avec Kim qui vient de la Nouvelle-Écosse. Nous

prenons environ une demi-heure à se rendre à l'école. Pour le moment, nous y vont à pied. Ça nous ennuie un peu mais nous songeons à prendre l'autobus dans les jours qui vont venir. Je m'entends vraiment bien avec Kim. La plupart d'étudiants sont très gentils et c'est plutôt facile de se faire des amis.

Nous avons des cours de français le matin et, dans l'après-midi, nous avons activités comme l'expression dramatique, les sports et les arts. Moi, j'ai choisi les arts et c'est très intéressant. On apprend beaucoup de choses sur les artistes québécois et en plus, nous faisons de l'art elles-mêmes. Daniel, le moniteur qui donne cet atelier, nous aide à organiser les activités et nous motive à toujours parler français.

La fin de semaine dernière, on est allé à un endroit qui s'appelle "Le village des sports". C'était fantastique. Il avait des glissades d'eau partout. On a passé la journée à se baigner et à glisser. La mieux glissade nous prenait au moins quatre minutes à descendre!

J'adore la ville de Québec. J'ai pensé au départ que ça allait m'ennuyer, mais non! On va danser dans les boîtes de nuit toutes les fins de semaine. On s'amuse comme des fous!

Le Vieux-Québec est pas mal extraordinaire aussi. Il y a un vieux fort et beaucoup de petites rues avec de vieilles maisons. De plus, tout le Vieux-Québec est entouré avec un mur de pierres. On a fait un rallye en petits groupes de quatre ou cinq personnes. Ce rallye a fait nous découvrir les sites historiques et les aspects intéressants de la ville. Kim et moi, on a terminé le rallye les premières et on a gagné deux livres de chocolat!

J'espère que vous passez une bon été. Je vous redonnerai d'autres nouvelles plus tard avec, je l'espère, moins de fautes de français.

À bientôt,

Anne Harley

Section C

"Les bonnes notes: la chose la plus importante de la vie scolaire."

Dans un paragraphe, exprime en français ton accord ou ton désaccord, et donne au moins trois raisons qui justifient ton opinion.

Bonnes notes!

Test de Compréhension Auditive

12ième année

Ne tourne pas la page avant qu'on te le dise

Nom _____

École _____

Année _____

Conseil scolaire _____

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EXEMPLE

Numéro 0

(a) à l'université

(b) aux écoles secondaires partout au Canada

(c) à la 12e et la 13e année en Ontario

(d) aux cours techniques d'un collège

SECTION A

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION A

1. (a) la musique et les sports

   (b) les concerts et la lecture

   (c) la collection de photos de vedettes du cinéma

   (d) les leçons de danse

SECTION B

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION B

2. (a) la natation et le patinage

   (b) le ski et le hockey

   (c) le basketball et la course

   (d) la collection de monnaie et de timbres

SECTION C

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION C

3. (a) un stade

   (b) un grand dôme

   (c) un centre d'achats

   (d) un parc d'amusement

4. (a) gagner des prix

   (b) aller dans les manèges

   (c) jouer au loto

   (d) lancer des balles

SECTION D

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION D

5. (a) gagner des prix

   (b) aller dans les manèges

   (c) jouer au loto

   (d) lancer des balles

SECTION E

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION E

6. (a) elle a 18 ans et ne conduit pas

   (b) elle a 18 ans et elle a son permis de conduire

   (c) elle n'a pas de voiture

   (d) elle a peur de conduire au centre-ville

7. (a) il est défendu de stationner au centre-ville

   (b) il est difficile de trouver du stationnement au centre-ville

   (c) les parcs de stationnement coûtent trop cher

   (d) le métro est beaucoup plus rapide qu'une voiture

SECTION F

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION F

8. (a) les examinateurs sont trop sévères

   (b) le stationnement entre deux voitures est difficile

   (c) on peut couler le test seulement deux fois

   (d) il faut savoir bien conduire pour passer

9. (a) il a frappé un piéton

   (b) il n'a pas vu le feu rouge

   (c) il a oublié que la rue était un sens unique

   (d) il a oublié d'apporter son permis temporaire

SECTION G

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION G

10. (a) elle ne mange pas souvent avec sa famille

    (b) la famille ne discute jamais de leurs activités quotidiennes

    (c) la famille ne fait pas beaucoup d'activités ensemble

    (d) elle rentre toujours tard le soir

11. (a) ses parents vivent ensemble

    (b) ses parents sont séparés

    (c) ses parents sont divorcés

    (d) toute la famille voyage à l'étranger

SECTION H

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION H

12. (a) ses amies lui téléphonent trop souvent

    (b) ses parents la grondent à cause de ses longues conversations

    (c) c'est un téléphone d'affaires

    (d) sa soeur parle trop au téléphone

13. (a) les filles parlent de tout et de rien

    (b) les garçons parlent des filles

    (c) les filles parlent de leur travail scolaire

    (d) les garçons ne parlent que des sports

SECTION I

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION I

14. (a) il s'étend dans plusieurs quartiers

    (b) il est concentré dans une rue

    (c) il est énorme comme le centre-ville de New-York

    (d) il a beaucoup de gratte-ciel

15. (a) tranquille

    (b) folle

    (c) comme celle de Toronto

    (d) de joie

SECTION J

NE TOURNE PAS LA PAGE AVANT QU'ON TE LE DISE

SECTION J

16. (a) c'est excitant, dangereux et sale

    (b) c'est froid, sécuritaire et propre

    (c) c'est accueillant, sécuritaire et propre

    (d) c'est attrayant, dangereux et propre

17. (a) ennuyante

    (b) agréable

    (c) pleine d'activités

    (d) très chère

Teacher Questionnaire (Grade 12)

Name _____

School _____

School Board _____

1. At what grade did most of the students who tried these tests start French? _____

2. Is this a semestered class? Yes _____ No _____

3. How many minutes per week of French does this class receive? _____

4. What is the normal length of a class period of French? _____

5. Please comment on the various tests as to: (1) appropriate length of time for test; (2) student reaction to test; and (3) any comments you wish to make about the test.

   (a) Test de lecture _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

(b) Dictée et composition _____

(c) Test de compréhension auditive _____

Thank you very much for your help in testing this material.

Student Questionnaire (Grade 12)

Name _____

School _____

School Board _____

Section A.

1. Please check each and every grade in which you have taken French at school.

Kindergarten	____	Grade 4	____
Grade 1	____	Grade 5	____
Grade 2	____	Grade 6	____
Grade 3	____	Grade 7	____

2. Have you ever been in a French immersion program? Yes ____ No ____

   If yes, in which grades? _____

3. Is there any language, not counting English, that you use at all outside school?

   Yes ____ No ____

   If you answered NO, please go on to Section B, page 2.

4. Please list the language(s), not counting English, that you can understand when they are written and/or when they are spoken. (If you understand more than one language, please circle the one you're best at.)

   when written _____

   when spoken _____

5. Compared to English, how easy is it for you to use this language for each of the following? (If you've written down more than one language above, answer this question for the language you know best.)

	easier than English	about the same	less easy than English	much less easy than English	can't do at all in this language
speaking	1	2	3	4	5
listening	1	2	3	4	5
writing	1	2	3	4	5
reading	1	2	3	4	5

6. How often do you use this language?

   ___ rarely ___ monthly ____ weekly ____ daily

7. How often is English and any other language spoken in your home? (Circle your answer for each.)

	Never	Hardly ever	Sometimes	About half the time	Most or all the time
English	1	2	3	4	5
Other _____	1	2	3	4	5
Other _____	1	2	3	4	5

Section B.

You have just tried a series of French tests. Would you please give us your reaction to them?

1. Were the tests too long or too short?

	Too long	About right	Too short
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

2. Were the tests too difficult or too easy?

	Too easy	About right	Too difficult
(a) Test de lecture	1	2	3
(b) Dictée et composition	1	2	3
(c) Test de compréhension auditive	1	2	3
(d) Test oral (if you took it)	1	2	3

3. Please give us your comments about each of the tests.

(a) Test de lecture _____

_____

_____

(b) Dictée et composition _____

_____

_____

(c) Test de compréhension auditive _____

_____

_____

(d) Test oral (if you took it) _____

_____

_____

Thank you for your help in evaluating these tests.